DOCUMENT RESUME

ED 323 486 CG 022 809

AUTHOR Thomas-Brantley, Betty J.
TITLE The Relationship between Self-Esteem and Academic Achievement in a Group of High, Medium, and Low Secondary Public High School Achievers.
PUB DATE Dec 88
NOTE 145p.; Ed.D. Dissertation, International Graduate School, Missouri.
PUB TYPE Dissertations/Theses - Doctoral Dissertations (041))

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Academic Achievement; Comparative Analysis; Correlation; Grade Point Average; High Schools; High School Students; Predictor Variables; Racial Differences; Self Concept Measures; *Self Esteem; Sex Differences; *Student Characteristics; *Student Motivation

ABSTRACT

This study investigated the relationship between self-esteem and academic achievement in a group of 150 high, medium, and low achievers at a large midwestern public high school. Correlating data from the Coopersmith Inventory of self-esteem with grades, cumulative grade point averages, and class rank, the study disclosed a positive correlation between self-esteem and academic achievement, and also revealed secondary correlations between self-esteem, academic achievement, gender, and race. Chapter 1 covers the introduction, the background of the problem, purpose, significance of the study, definition of terms, general hypothesis, and limitations of the study. Chapter 2 reviews the pertinent literature related to the historical background of the problem of self-esteem and student achievement, discusses pertinent expert opinion, and summarizes current knowledge in this area. Chapter 3 describes the research procedures and design, while Chapter 4 describes the findings related to each hypothesis. Finally, chapter 5 summarizes the study's results, conclusions, and implications. Besides a positive correlation between self-esteem and academic achievement, the report notes that the study found no significant differences between males and females, or between races, with respect to self-esteem. National and international implications of the correlation between self-esteem and academic achievement are discussed. A bibliography follows, and instrumentation is appended, along with related materials. (TE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED323486

THE RELATIONSHIP BETWEEN SELF-ESTEEM AND ACADEMIC ACHIEVEMENT IN A GROUP OF HIGH, MEDIUM, AND LOW SECONDARY PUBLIC HIGH SCHOOL ACHIEVERS

BY

BETTY J. THOMAS-BRANTLEY

B.S., OAKWOOD COLLEGE, 1966

M.ED., UNIVERSITY OF MISSOURI - ST. LOUIS, 1973

M.ED., UNIVERSITY OF MISSOURI - ST. LOUIS, 1978

A DOCTORAL PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF DOCTOR OF EDUCATION

INTERNATIONAL GRADUATE SCHOOL

DECEMBER 1988

CG022809

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Betty J. Brantley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ABSTRACT

THE RELATIONSHIP BETWEEN SELF-ESTEEM AND ACADEMIC ACHIEVEMENT IN A GROUP OF HIGH, MEDIUM, AND LOW SECONDARY PUBLIC HIGH SCHOOL ACHIEVERS

BY

BETTY J. THOMAS-BRANTLEY

B.S., OAKWOOD COLLEGE, 1966

M.ED., UNIVERSITY OF MISSOURI - ST. LOUIS, 1973

M.ED., UNIVERSITY OF MISSOURI - ST, LOUIS, 1978

A DOCTORAL PROJECT SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF EDUCATION

INTERNATIONAL GRADUATE SCHOOL

DECEMBER 1988

Through the use of the correlational design using select parametric and non-parametric statistics, this study investigated the relationship between self-esteem and academic achievement in a group of high, medium, and low secondary public high school achievers.

The problem of underachievement is a complex multi-facated problem which has stimulated concern on the national and international scenes. Studies have been conducted nationally and internationally in an effort to identify factors that influence achievement or that will explain differences in student achievement to try and bring about improvement in this regard. The need for this study was stimulated out of concern over the variance of student achievement on the national, international, and local setting in which this study was conducted and the resultant consequences of this variance.

The underlying assumption of this study was that the qualities that students bring to school with them and the way they feel about these qualities, self-esteem, will largely determine their success or failure in school. The results of the study in this regard revealed that there was a positive correlation between self-esteem and academic achievement. Previous research which suggested that there is a relationship between self-esteem and school

performance was supported by these findings. Also, findings from comparative educational studies which revealed that home background, on a whole, matters more than school-related variables in accounting for student school performance was also supported by this study in that self-esteem is developed through home background experiences. Self-esteem was also identified in previous research as being the motivation behind all human behavior determining how we act, how we learn, how we relate, how we feel, and how we work.

ACKNOWLEDGEMENTS

I wish to thank all of the faculty members who have assisted me with the design, development, and completion of my research project among which are Drs. Joan Chenault, Bud Hardy, Stephen Nichols, and Eileen T. Nickerson. I am grateful for the patience and assistance of each.

I also wish to thank the administrative staff of the participating school for granting me the permission to conduct the study. I appreciate their willingness to cooperate.

My family and friends have sustained me during difficult moments through their prayers and encouragement. I wish to thank all of them for being there when I needed them most.

This dissertation is dedicated to my eighteen year old son Ken, a freshman premedical student, for his unwavering faith, support, and expectations of me which helped me to persist and to complete this study. I wish to thank him for being closest to me during this most challenging experience, and for helping me to be an example for him to follow.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	ii
LIST OF TABLES	v
LIST OF FIGURES	vi
Chapter	
I. INTRODUCTION	1
Background of the Problem	4
Purpose	8
Significance of the Study	9
Definition of Terms	10
General Hypothesis	12
Limitations of the Study	12
Summary and Overview of the Study	13
II. REVIEW OF THE LITERATURE	15
Historical Background of the Problem	15
Existing Related Studies	39
Summary of Pertinent Expert Opinion	55
Summary of Chapter II	59
III. RESEARCH PROCEDURES	62
Sample Studied	62
Instrumentation	69
Research Design	74
Research Hypothesis	74
Treatment of the Data	77
Summary	79
IV. RESULTS: DATA ANALYSIS	81
Overview of the Study	81
Statistical Analysis of the Data	82
Summary	93
V. SUMMARY AND DISCUSSION	95
Overview of the Study	95

Conclusions 99
National Implications 102
International Implications 104
Summary 109

BIBLIOGRAPHY 113

APPENDIXES 122

A. The Nation Responds 122
B. Student Call Slip Forms 123
C. Parental Consent Letter 124
D. Coopersmith Inventory-Part I 125
Coopersmith Inventory-Part II 126
E. Cumulative Grade Card-Part I 127
Cumulative Grade Card- Part II 128
F. Computer Assembler Coding Form 129
G. Doctoral Proposal Outline 130

VITA 132

CERTIFICATION AND SIGNATURE PAGE 134

LIST OF TABLES

Page

1. Distribution of Total School Population by Programs 63

2. Distribution of Participants by Program 64

3. Distribution of Participants by Gender 65

4. Distributions of Participants by Race 66

5. Distribution of Participants Categorized as Others by Programs 67

6 Distribution Data of Enrolled, Selected, and Eligible Participants by Grade Levels 68

7. Distribution Data of Eligible Participants by Grade and Achievement Levels 69

8. Hypothesis One: Correlation Between Self-Esteem and Academic Achievement 84

9. Hypothesis Two: Differences Between Genders with Respect to Self-Esteem 86

10. Hypothesis Three: Differences Between Genders with Respect to Academic Achievement 87

11. Hypothesis Four: Differences Between Races with Respect to Self-Esteem 88

12. Hypothesis Five: Differences Between Races with Respect to Academic Achievement 90

13. Hypothesis Six: Differences Among Program Types with Respect to Self-Esteem 91

14. Hypothesis Seven: Differences Among Program Types with Respect to Academic Achievement ... 92

LIST OF FIGURES

Page

1. Diagram of Research Design for the Study 75

2. Raw Score Scattergram 85

CHAPTER I

INTRODUCTION

Recently, there have been at least thirty national reports written on educational reform and nearly five hundred task forces commissioned in the states in search of excellence in education (Cross, 1984). This recent surge of concern for educational reform began in 1983 when the National Commission on Excellence in Education completed and released its report, "A Nation at Risk". The study underscored some alarming information for the American public.

First, the report emphasized that America is at risk because other countries have taken the leading role in commerce, industry, science, and technology. Second, mediocrity in education has become the norm rather than the exception in American education which is reflected through indicators such as low rankings of United States students on international comparisons of student achievement, increasing numbers of functionally illiterate citizens, declining Scholastic Aptitude Test and science achievement test scores, increasing numbers of costly remedial education and

training programs in business and in the military, and increasing numbers of remedial courses in public colleges. Third, it was pointed out that we can and must do better, and that all citizens must work harder for this improvement.

Where should this improvement begin? Many recommendations regarding points from which to begin the improvement process have come from state and national departments of education, educational commissions, educators, industry, and national boards on testing--to name a few. These recommendations for educational reform cover such areas as graduation requirements, homework assignments, length of the school day, certification requirements, and course standards.

What are the underlying causes of our nation being educationally at risk? The report, "A Nation at Risk", suggests that America is educationally at risk because of mediocrity in education. But, does our dilemma arise because of mediocrity in education or because students have failed to take advantage of the opportunities that are available to them as reflected by the dropout problem, the truancy problem, and the problem of lack of academic achievement in our public schools which has affected the student, the school, and the community? Could, then, the underlying cause of our nation being educationally at risk be a lack of motivation rather than mediocrity in education? As it

relates to motivation, particularly achievement, the literature (McClelland, 1961, 1971, 1978, 1985; McClelland and Winter 1969) suggests that some people have a built-in personality trait/traits that lead them to productive activity. Since the problems we see in education reflect a lack of productivity, could students lack the built-in personality trait/traits needed to be productive? If the trait/traits are missing, will the current plans being implemented by the states to reform education correct the problem or compound it?

The literature suggests that a key to achievement motivation is one's self-esteem. A number of studies discussed in the literature review support the relationship between self-esteem and academic achievement. Why, then, is self-esteem not stressed as important in the plans being implemented in the schools by the states in pursuit of academic excellence in this country? Other studies in the literature, however, have concluded that although self-esteem can be manipulated and academic performance improved, results are short-lived and contradictory (Scheirer and Kraut, 1979). The need for further study in this regard leads to the purpose of this study: to determine whether a relationship exists between self-esteem and academic achievement in a group of high, medium, and low secondary public high school achievers.

Background of the Problem

History repeats itself as the public school system in the United States, once again, is put in the spotlight to be examined for its strengths and weaknesses by citizens and politicians. Over the last twenty-five to thirty years, the public school system in the United States has undergone scrutiny several times. Each time, the nation has been faced with a crisis ranging from space technology to economics.

The most recent surge of concern for educational reform comes at a time when the United States is facing an economic crisis with both international and national ramifications. Internationally, the United States is lagging behind other countries in competitive business, science, and technology. Nationally, many individuals are homeless, unemployed, and educationally unprepared for full participation in our society. The proposed solution to the problem by governmental officials and educational leaders seems to be that of upgrading the educational system, as evidenced by the many current educational reform proposals. The desired outcome of these efforts is to produce citizens who are better prepared to assume responsible positions and to contribute maximally to society.

What is the best reform approach that can be used to reach this desired outcome? Opinions vary regarding what reforms are currently needed in the educational system to foster excellence. This is demonstrated by the many

proposals written and the many task forces that have been commissioned in search of excellence. Current educational reform proposals cover a broad spectrum of recommendations including strengthening graduation requirements, increasing homework assignments, extending the length of the school day/school year, strengthening certification requirements, improving teacher salaries, and improving course standards. They also call attention to the needs of special student populations, the need for improved leadership and management, and the need for new resources for education. However, we are left with this question: If instituted, will these educational reform recommendations bring about the desired product of fully functioning and maximally contributing citizens?

Many students have not taken advantage of the opportunities available to them in the past, as evidenced by the school dropout problem, the school truancy problem, and the problem of lack of academic achievement which ultimately affects the student, the school, and the community. In this regard, will increased graduation requirements, homework assignments, or length of the school day/school year make a difference in academic achievement? Will better prepared teachers with higher salaries and stronger course standards make a difference in academic achievement? Will administrators with better leadership and management skills or new resources make a difference in academic achievement?

Only time will tell the true story.

However, the concerns of the reformers related to early childhood development and the needs of special student populations--slow learners, gifted, and handicapped (hopefully to include potential dropouts at some point in the future)--hold the key to a better understanding of the excellence in education problem and suggest changes which would support improvements in academic achievement. An understanding of the motivations of individuals in these groups may explain why many students are not reaching their personal developmental potential, not taking full advantage of the opportunities available to them, and, consequently, not entering the world of work with the best possible education or with the strongest desire to do a first rate job in each undertaking. Literature was reviewed in this regard for a clearer understanding of why this may be so.

In the literature, many studies (Cinal, 1982) have been conducted on the subject of school dropouts. They have concluded that students who drop out of school tended to be characterized by one or more of the following descriptors: (1) frequently suspended for various reasons, (2) experiencing academic difficulty, (3) excessively absent from school, (4) failing to apply themselves, (5) disinterested in school, (6) experiencing conflict with parents, (7) lacking in self-confidence, (8) defensive and verbally abusive, (9) pessimistic toward life with each

effort resulting in failure, (10) feeling helpless about home life as well as school life, (11) emotionally dependent, (12) insecure, (13) inept at asking for help, and (14) experiencing feelings of low self-esteem. Is there a common origin for these apparently disparate problems?

The literature suggested that problems related to total adjustment in life are related to early childhood development. McClelland (1961), in his examination of the effects of personality on society, argued that a child is exposed to people and situations, taught things, treated in one way rather than another, and often participates in a set of learning experiences that fosters continuing patterns. Ginsburg (1985) reported that the development of character and intellect are intertwined and that positive values would likely enhance academic achievement and success in school. Dornbusch (1986) indicated that children primarily influenced by values learned at home from "authoritative" parents tended to make better grades in school than children influenced by peer values. Other researchers (Allport, 1937; Engel, 1959; Felker, 1974; Gergen, 1971; Hansen and Maynard, 1973; Purkey, 1970; Wyne, White, and Coop, 1974) suggested that the developing person organizes a theory of personal existence based on his/her experiences with significant people in his/her life. Each person develops his/her self-concept based on these social experiences. Researchers on the development of his/her self-concept (Helper, 1958;

Kelley, 1973; Webster and Sabieszek, 1974) support the fact that infants receive countless clues as to their value in the eyes of significant people in their lives by the way they perceive and relate to them. The messages that infants receive is the foundation upon which self-esteem is developed. Depending upon the messages received, self-esteem may be developed positively or negatively as children progress through each developmental stage. The development of positive or negative self-esteem results in positive or negative behaviors which is supported by Clemes (1981). He stated: "At every stage of life, our self-esteem determines how we act, how we relate, how we feel, and how we work" (p. 11).

Considering the data on the reasons why students drop out of high schòol, it appears as if many of them have missed the love, the concern, and the support they needed to develop positive attitudes, behaviors, and values to foster positive self-esteem as they progressed through each developmental stage from infancy to adolescence. If we want to get to the root of the problem in public education and our society as a whole, should not our reform efforts begin with early infancy in the development of positive attitudes, behaviors, and values through love, concern, and support? Opinions vary, however, relative to the relationship between self-esteem and academic achievement calling for further study which is the purpose of this study.

Purpose

The purpose of this study was to determine whether a relationship exists between self-esteem and academic achievement in a group of high, medium, and low secondary public high school achievers.

Significance of the Study

The cry across the land is for excellence in public education. Opinions vary as to what can be done to facilitate excellence. The development of high or positive self-esteem may be the answer to our dilemma in education and to our dilemma in society as a whole. A basic assumption underlying this study is that the qualities that children bring with them to school and the way they feel about these qualities will largely determine their success or failure as well as determine how well they will relate to all situations in life in general.

Opinions in the literature vary about the significance of self-esteem as the motivation behind human behavior calling for additional studies to be made to strengthen the available supporting body of knowledge. This study was conducted in response to this call in addition to responding to the cry for excellence in education in public schools, the suggestions in the literature of the relationship between self-esteem and academic achievement, and the need to improve academic achievement in the setting in which the study was conducted.

Definition of Terms

The terms defined in this section are specific to the field in which this study was conducted, have everyday language counterparts with which they might be confused, and are related substantively or methodologically to the project.

1. Academic Achievement - knowledge obtained and skills developed in the school subjects as measured by grades recorded on the cumulative grade record and by the rank assigned on the official rank list.
2. English as a Second Language Students (E.S.L.) - enrolled students from foreign countries who are learning English as a second language as they progress through the regular curriculum.
3. Foreign Language Magnet Students (Magnet) - enrolled inter-district specialty students who are learning a foreign language as they participate in a specialized curriculum.
4. Foreign students in the Exchange Program - enrolled students from foreign countries who are participating in the exchange program through enrollment in the regular curriculum or the foreign language magnet curriculum.
5. High Achievers - students who have earned a cumulative grade point average of 3.0 and above on a 4.0 scale.
6. Low Achievers - students who have earned a

cumulative grade point average of 2.0 and below on a 4.0 scale.

7. Medium Achievers - students who have earned a cumulative grade point average between 2.0 and 3.0 on a 4.0 scale.
8. Official Class Rank List - the official computer rank report from the Central Student Accounting Office that ranks students according to cumulative grade point averages.
9. Official School Record - the record showing cumulative grade reports and averages for each student.
10. Regular Students - full time students following a general, vocational, or college preparatory curriculum.
11. Self-Concept - the perceived self, one's own personal existence as viewed by oneself. (The conceptual base is discussed in the review of the literature.)
12. Self-Esteem - feelings of acceptance and self-respect based on evaluations of the self-concept. (The conceptual base is discussed in the review of the literature.)
13. Students to Employment (S.T.E.P.) - students who are mentally handicapped and are enrolled in a restricted special education program.

General Hypothesis

It was hypothesized that a positive correlation exists between self-esteem and academic achievement in a group of high, medium, and low secondary public high school achievers. (This general hypothesis will be restated in testable form in Chapter III.)

Limitations of the Study

The limitations of the study included the conceptual boundaries and methodological shortcomings that are characteristic of this study. The conceptual boundaries were:

1. Self-Concept was referred to as the perceived self, one's own personal existence as viewed by oneself.
2. Self-Esteem was referred to as feelings of acceptance and self-respect that one has of oneself based on evaluations of the self-concept.
3. Academic achievement was referred to as knowledge and skills developed in school subjects as measured by grades recorded on the cumulative official school record and by rank in class on the official class rank list which is determined by the cumulative grade point average.

The methodological limitations of the study were:

1. Subjects were limited to 150 students in a large, urban, Midwestern, middle class, bilingual, combination regular/magnet public high school with

a population of approximately 1300 students.

2. The instruments were limited to the Coopersmith Inventory used to measure self-esteem, the official school record, and the official rank list both of which were used to measure academic achievement.
3. Subjects were randomly selected to participate in the study. All subjects randomly selected to participate in the study did not agree to participate. Those students volunteering to participate in the study may have differed from the none responding subjects which may/may not have affected the results of the data.
4. The official school record reflects how school personnel have viewed the student/students academically and behaviorally which may/may not have affected the cumulative grade point average and the rank in class of a student/students.
5. The researcher is a guidance counselor studying the problem as an active participant with an inside point of view which may/may not have affected the results of the study.

Summary and Overview of the Study

Chapter I of the study covers the introduction, the background of the problem, purpose, significance of the study, definition of terms, general hypothesis and

limitations of the study. The chapter, in summary, suggested that the study was conducted in response, professionally, to the cry for excellence in education in public schools in America; suggestions in the literature of the relationship between self-esteem and academic achievement and achievement in general; the call for additional studies to be done to substantiate the relationship between self-esteem and academic achievement; and, the need to improve academic achievement in the setting in which this study was conducted. Chapter I also outlined the hypothesis of the study: that a positive correlation exists between self-esteem and academic achievement in a group of high, medium, and low secondary public high school achievers.

The chapters that follow are organized in this manner: Chapter II reviews the pertinent literature related to the historical background of the problem, discusses pertinent expert opinion, and summarizes our current knowledge in this area. Chapter III describes the research procedures and research design. Chapter IV describes the findings related to each hypothesis. Chapter V summarizes the results, conclusions, and implications. The review of the literature follows.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter contains a review of the pertinent literature related to the historical background of the problem, existing related studies, summary of pertinent expert opinion, and a chapter summary.

Historical Background of the Problem

The current search for excellence in public education in the United States is not a new occurrence. Since 1950, public education has been criticized three times. In the early 1950's, the schools were criticized for widespread anti-intellectual courses and courses related to adjustment in life. In the 1960's, the schools were labeled as being inhumane with the demands placed on students being trivial, dull, limited, and boring. During this period, critics wanted requirements reduced and electives increased in an effort to stop stifling the students' natural ability to learn. The most recent criticism by the National Commission on Excellence in Education claimed that the "secondary school curricula has been homogenized, diluted, and diffused to the point they no longer have a central purpose" (National Commission on Excellence in Education, 1983).

In response to these criticisms of public education, a number of studies have been conducted in search of excellence and improvements in public education. The studies in the past included Coleman (1966), Conant (1959), Gardner (1961), Hart (1975), Jencks (1972), and Silberman (1970). More recently, the studies included Adler (1982), Boyer (1983), Coleman (1982), Commission on Precollege Education in Mathematics, Science, and Technology (1983), Education Commission of the States (1983), Educational Equality Project (1983), Goodlad 1983), National Commission on Excellence in Education (1983), Sizer (1984), The Twentieth Century Fund Task Force Report on Federal Elementary and Secondary Education Policy (1983), in addition to many others. As a result of these studies, a number of proposals have been designed and introduced to improve education and ultimately to improve citizen participation in society. The states and the nation have responded to the proposals in various ways. This researcher has reservations as to whether the proposals and the responses by the states and the nation were adequate to bring about the desired outcome of producing better prepared citizens for maximum participation in society.

The literature suggested that self-esteem is the key to man's motivation to achieve. The underlying assumption of this study was that the qualities that children bring with them to school and the way they feel about these qualities will largely determine their success or failure as well as

determine how well they will relate to all situations in life in general. The literature ambiguously suggested that a relationship exists between self-esteem and academic achievement. In this regard, the general hypothesis of this study was that a correlation exists between self-esteem and academic achievement. The content of the proposals and the responses to them by the states and the nation will be examined in light of suggestions in the literature regarding man's motivation to achieve as well as suggestions in the literature of the relationship between self-esteem and academic achievement.

Educational Reform Proposals

Academic Preparation for College: What Students Need to Know and Be Able to Do--Educational Equality Project--The College Board, 1983.

The drop in academic standards in secondary schools as evidenced by the decline in Scholastic Aptitude Test scores, the increase in elective and remedial courses, and the low college admission standards were the concerns stimulating this study. The purpose of the study was to encourage students and teachers "to reach, to stretch, and to grow." The objective of the study was to seek ways to strengthen secondary education in the United States and to ensure equality of opportunity in higher education. The aim of the project was to define one of the central purposes of schooling--academic preparation for college, to be explicit

about the pattern of preparation, and to state as precisely as possible what students need to know and be able to do to complete college work competently.

The report offered a rational for studying each of the basic academic subjects, but did not address the issue of why so many students fail to do so. It stressed the need for college bound high school graduates to be able to relate ideas, use a computer for self-instruction, and formulate problems in mathematical language, but did not address why so many high school students are unable to complete these tasks. Until the issue of why so many high school students are unable to complete these tasks is resolved, our dilemma in education will likely go unresolved.

Action for Excellence: A Comprehensive Plan to Improve Our Nation's Schools--Task Force on Education for Economic Growth, 1983.

The National Task Force on Education for Economic Growth conducted its study out of concern for the technological dilemma that the United States is facing. America is loosing ground as the leader in technology and the report emphasized that we must act now if we are going to succeed. Our future success as a nation depends upon our ability to improve education and training of millions of individual citizens. The Task Force on Education for Economic Growth emphasized that there is an urgent need to upgrade our definition of basic skills. Competency in the

area of reading is to include not only literal comprehension but also the ability to analyze, summarize, and interpret inferentially. Competency in the area of mathematics needs to extend beyond computational ability to include problem-solving skills as well as mathematical applications of solving everyday problems. Competency in the area of writing needs to cover written expression as well as the ability to gather and organize information effectively. The Task Force found that the academic experience needs to be intensified which is crucial to improving education in public schools in America. In addition to upgrading basic skills, the report stressed the need for a new and higher regard for teachers through rewards, incentives, career ladders, and improved pay scales.

The report appeared to place the blame for our technological dilemma upon education. Is the dilemma in technology due to public schools providing inadequate educational training? Or, is the dilemma in technology due to students not taking advantage of the educational opportunities available to them? The literature suggested that students who are motivated have a built in trait/traits that lead them to be productive (McClelland 1961, 1971, 1978, 1985; McClelland and Winter, 1969). Since our dilemma in technology appears to be reflective of lack of productivity, could our problem be that of unmotivated students who have failed to take advantage of the

educational opportunities available to them rather than inadequate educational opportunities being responsible for the problem in technology?

A Nation at Risk: The Imperative for Educational Reform--The National Commission on Excellence in Education, Education Week, April 27, 1983.

The 1983 National Commission on Excellence in Education report suggested that our nation is at risk because other nations have begun to take over the lead in commerce, industry, science, and technology as assumed in the past by the United States. The report suggested:

> The world is indeed one global village. We live among determined, well-educated, and strongly motivated competitors. We compete with them for international standing and markets, not only with products but also with the ideas of our laboratories and neighborhood workshops. America's position in the world may once have been reasonably secure with only few exceptionally well-trained men and women. It is no longer (p. 1).

Indicators in the report that pointed to our nation being at risk included low rankings of United States students on international student achievement assessments; rising illiteracy rate; decline in Scholastic Aptitude Test scores; and increases in enrollment in remedial instruction in four-year public colleges, business, and the military. Rededication of ourselves to educational reform of our educational system was suggested as the solution to the problem:

> If only to keep and improve the slim competitive edge we will retain in the world market, we must rededicate ourselves to the reform of our educational system for the benefit of all--old and young alike,

> affluent and poor, minority and majority. Learning is the indispensable instrument required for success in the "information age" we are entering (p. 1).

In summary, "A Nation at Risk" was centered around the content of learning, the amount of time devoted to learning, and the expectations we hold in relationship to learning. In addition to improving educational standards, the Commission stressed the need to improve teacher salaries, rewards, and incentives. It stressed that excellence is attained through maximum individual development and application of ability. Parents were encouraged to send their children off into the world with the best possible education and with the desire to do a first rate job at each undertaking. Students were warned that it is their work that determines how much and how well they learn and without their best effort in learning they forfeit their chances for life at its fullest.

In addition to suggestions given to upgrade the standards in public education, the report stressed that excellence is attained through maximum development and application of ability. The question arises, then, how does one reach their maximum individual development and application of ability? McClelland (1961) argued that a child is exposed to people and situations, taught things, treated in one way rather than another, and often participates in a set of learning experiences that foster continuing patterns. The developing person organizes a theory of personal existence based on his/her experiences

with significant people in his/her life called self-concept (Allport, 1937; Engel, 1959; Felker, 1974; Gergen, 1971; Hansen and Maynard, 1973; Purkey, 1970; Wyne, White, and Coop, 1974). The way the developing person feels about his/her self-concept is called his/her self-esteem (Clemes, 1981). He summed the effect of self-esteem on the developing person by stating: "At every stage of life, our self-esteem determines how we act, how we learn, how we relate, how we feel, and how we work" (p.11). Also, Branden (1976) indicated that self-esteem is the key to man's motivation. With this information in mind, it appears as if positive self-esteem is the element needed to bring about maximum individual development and application of ability in pursuit of excellence in public education.

A Place Called School: Prospects for the Future--John I. Goodlad, 1983.

This is a report of a study conducted in schools across the United States over an eight year period. It summarized the findings of the study and offers recommendations such as the need for smaller schools with some serving as pilot schools, earlier enrollment and graduation of students, untracked school systems, a core curriculum, curriculum center, and master teachers. The main emphasis of the report was on the need for smaller schools in which to implement programs designed to bring about excellence in education.

High School: A Report of American Secondary School Education--Carnegie Foundation for the Advancement of Teaching, E. Boyer, 1983.

The emphasis of this report was targeted at American Secondary education. The Carnegie report acknowledged that the home influences are exceedingly important, that the first years of formal schooling are crucial, that each level of training depends upon the other, that academic progress is diminished if students make a poor beginning, and that education is a seamless web with the upper years of education being strategically important.

The report suggested that all students be scheduled into a single track and that a new Scholastic Test be developed based on the core curriculum of high schools. This was suggested in an effort to facilitate instruction and to strengthen the connections between high schools, colleges, and the work place. Additionally, the report emphasized the importance of excellence in language and writing skills based on the ability of the student. Excellence in teaching is to be recognized and rewarded.

The issue discussed in this report related to academic progress being diminished if students make a poor beginning, appears to be the key to the achievement problem in education today. Jencks (1972) suggested that the characteristics of a school's output largely depends on a single input, namely the characteristics of the entering

children. If this is true, it would suggest that the characteristics of the children entering school today need to be strengthened to improve the output of the schools. How may the characteristics of children be strengthened?

The literature suggested that individuals evaluate themselves based on experiences with significant people in their lives which is called "self-concept" (Helper, 1958; Kelley, 1973; Purkey, 1970, Sunby, Tagiuri, Bruner, and Blake, 1958; Webster and Sabieszek, 1974). "Self-esteem," the feelings or attitudes and beliefs that individuals have about their "self-concept" influences how these self-evaluations are carried into action (Coopersmith, 1967). It would seem, then, that reform in education would need to begin at the nucleus of the web, infancy, in the development of positive self-esteem to insure that the foundation is strong enough upon which to build and move to the outer parameters of the web--first years of formal schooling, upper years of education, and the world of work.

Horace's Compromise: The Dilemma of the American High School--Theodore Sizer, 1984.

This report is an intensely personal and vivid account of Theodore Sizer's two year journey to high schools throughout America. It presented a revealing and troubling picture of current school environment. He indicated that our goals have become contradictory, our methods bogged down in bureaucracy, and we seem to have forgotten that inspired

teachers are the key to good education and that mastery of basic intellectual skills is more important than quick exposure to miscellaneous samplings of knowledge. His primary recommendation was that Americans restore to teachers, and to their particular students, the largest share of responsibility for the student's education.

Sizer offered five imperatives for better schools. Better schools may be obtained by selecting teachers well; by expecting that students clearly exhibit mastery of specific skills at each level of education--reading, writing, speaking, listening, measuring, estimating, calculating, and seeing; by restoring overall respect for the teaching profession and encouraging good, inspired teachers to continue teaching; by helping students to develop high level reasoning skills--the ability to analyze, synthesize, criticize, reject, or accept; and to insure a basic, simple curricula structure as well as adequate structure to train, nurture, and attract students and teachers.

A key point in this report was Sizer's suggestion that we seemed to have forgotten that inspired teachers are the key to good education. If this is true, then, would it be reasonable to assume that our dilemma in education today contributes to uninspired teachers? Why are American public school teachers uninspired?

A review of the literature (Cinal, 1982) revealed that

students dropping out of school is a problem in public school education. Characteristically, potential dropouts are individuals who may be experiencing one or more of such problems as frequent suspensions from school, lack of academic achievement, lack of attendance to school, disinterested in school, conflict with parents, pessimistic, low in self-esteem, to name a few. Could continuous exposure to this type of student be an underlying problem which negatively affects the inspiration of teachers in the public school system in America?

McClelland (1961) suggested that problems related to total adjustment in life are related to early childhood development. Then, would the model solution to the problem of excellence in education in America be: Effective parenting plus well-adjusted children plus inspired quality teachers equals excellence in education?

Making the Grade--Report of the Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy, 1983.

The Twentieth Century Fund Task Force Report suggested that elementary and secondary schools are trying to play so many different roles that they are loosing sight of their main purpose for existence, which is to provide basic skills in reading, writing, and calculating, training in science and foreign language, technical capability in computers, and knowledge in civics. The report further suggested that the nation needs a common curriculum that includes mastery of

basic skills taught and developed through primary and elementary curriculum in addition to the complex skills in high school. In addition, schools must provide students with the competencies to exist in, to sustain, and to further develop a complex economic and technological society; that schools imbue students with the desire to acquire knowledge so that they and their society may grow and prosper. The main thrust of the report was upon the need for the federal government to take greater responsibility for meeting the national need in education by providing financial assistance without interfering with the traditional roles of state and local governments in education.

The section of the report which suggested that schools imbue students with the desire to acquire knowledge as the route to growth and prosperity of their society seems to have importance to our present dilemma in public education. In the report, the responsibility for imbuing students with the desire to acquire knowledge was given to schools. The literature, however, suggested that the desire to acquire knowledge or the motivation to achieve is determined by one's self-esteem (Branden, 1976).

When developing self-esteem, children learn to apply labels to themselves and their behaviors which at first are just words, but by the end of early childhood they associate these evaluations with the concepts of who they are, what they are like, and what they should be (Hess and Croft,

1975). It appears then, that the responsibility for imbuing students with the desire to acquire knowledge begins long before formal education with those responsible for providing care and instruction during early childhood. In this regard, contrary to this author's view, the responsibilities of the school would be to serve in a support capacity during formal education rather than taking the responsibility for imbuing students with the desire to acquire knowledge.

The Paideia Proposal--Mortimer Adler, 1982

The Paideia Proposal advocated that there are no unteachable children. There are only schools, teachers, and parents who fail to teach them. In the proposal, it was recommended that all students follow the same course of study with three areas of subject matter. The areas of study are language, literature, and fine arts; mathematics and natural sciences; history, geography, and social studies. The courses to be followed in the twelve years of basic schooling should be completely required with only one exception, the choice of a second language with English being the primary language. Physical education should be taken for twelve years accompanied by instruction about health as well as moral education.

The idea in this report that could possibly be beneficial in improving public school education was that moral education should be integrated into instruction. Moral education is characterized by excellence in what pertains to

practice or conduct. The question comes, then, should schools assume responsibility for teaching values pertinent to character, conduct, intentions, and social relations.

The literature (Boyce and Gensen, 1978) suggested that there are several dimensions of parent-child interactions that facilitates moral development: dialogue about moral issues, inductive reasoning, mutual respect and cooperation between child and parent, consistency and trust, affection and warmth. Considering the dilemma in education, possibly schools could, in addition to teaching reading, writing, and arithmetic, teach students how to become good parents and eventually turn the education system and society around.

States' Response

States Reform Public Education--Lynn Grover Gisi, 1985.

Gisi indicated that every state has raised the number of course requirements for high school graduates. Local boards gave raised graduation standards in thirteen states where graduation standards are set by school districts. Most often, states and districts raised requirements for mathematics, science, foreign language, English and language arts, social sciences, and computer education. Almost forty states have initiate curriculum reform in the last three years, including new laboratory equipment, model curricula, strengthened computer education programs, revised textbook policies, and increased requirements for course content.

She further added that the amount of time students actually spend studying academics is another concern, but most states are opting to better use the time students are in school, rather than adding more. Common responses are to reduce classroom interruptions, stiffen extra-curricula policies, allow fewer emergency days, and reduce class size. Since longer school days or years are cost prohibitive for most states, small pilot projects are under way in some school districts. Over half of the states have implemented tougher certification and recertification requirements, regular teacher evaluations, teacher internships, and new standards for teacher education programs. Additionally, most states have either already enacted or are considering measures to encourage individuals to enter teaching and to retain the best teachers. States are also strengthening their leadership and management programs through administrator training programs and toughened certification and recertification for administrators.

The Excellence Agenda: States Respond--Susan Fuhrman, 1984.

According to Fuhrman, state after state has responded to the call for excellence in education. Some have enacted legislation; others are just beginning to consider legislation and regulatory proposals. Still others have sponsored commissions to study quality education. She added that since a number of these changes were under way well before the reform report and studies were released, it is

not truly accurate to term these actions responses to the commission report. In response to these findings, can quality education be legislated, or does education become quality as a result of the attitudes and behaviors of those encountering it?

The Nation Responds--U.S. Department of Education, 1984

"The Nation Responds", a chart (see Appendix A) published by the U.S. Department of Education, summarized which states have enacted or are considering reform in six specific areas which include curriculum reform, graduation requirements, longer school day, longer school year, salary increases, and career ladders. The chart reflected that twenty-two states have enacted reform and twenty-three are considering reform in curriculum; that thirty-five states have enacted and thirteen are considering increased graduation requirements; that eight states have enacted and thirteen are considering a longer school day; that seven states have enacted and fourteen are considering a longer school year; that fourteen have enacted and twenty states are considering teacher salary increases; that six states have enacted and twenty-four are considering establishing career ladders. Many states have taken a number of other actions to improve the quality of education including competency testing for students, improved discipline, tougher teacher training and certification programs, and development programs for school administrators.

Time for Results--Alexander Lamar, 1986

"Time for Results", a report on education by the Governors' Group, was part of an effort by business leaders and political figures to persuade both the public and the educational establishment that fundamental changes must be made in the public school system. The Governors' Group opened the campaign to restructure the nation's public school system by urging national standards for teachers, year-round use of public schools, and aggressive preschool outreach programs to poor children. The report also called for higher teacher salaries, rehabilitation of run-down facilities, and better use of computers, video disks, and other technology.

Reaching for Excellence: An Action Plan for Educational Reform in Missouri--Missouri State Board of Education, 1984.

In March of 1984, the Board adopted the Action Plan for Educational Reform in Missouri. Based on nearly six months of work and discussion, this plan outlined a comprehensive program for school improvement using the now-familiar themes from "A Nation at Risk" and other recent prescriptions for school reform considered timely and appropriate in Missouri. This plan outlined a comprehensive program for school improvement with about fifty specific recommendations to improve education in Missouri. Some of these activities were already in progress before the release of the reform report. The plan called for both reform and enrichment and is built

around five basic themes or areas of concern including teachers and teaching; instruction and curriculum, testing and accountability, access and opportunity, and finance and support.

In the area of teachers and teaching, the Board judged that any effort to improve or reform schools must involve and ultimately depend on teachers. Any reform program that Missouri adopts will be meaningless without well trained, devoted teachers. The Action Plan for Educational Reform in Missouri called for establishing higher, up-to-date standards for teacher training and certification, raising teachers' salaries to an adequate level, and recognizing teachers for excellence in performance through career ladder plans.

In the area of instruction and curriculum, it was outlined in the report that academic problems of high school students often can be traced to poor performance in elementary school as well as the instruction provided by parents in the home which if felt to be more powerful than teaching provided at school. Even though the debate over instruction and curriculum touches a host of complex issues including: textbooks, class size, teachers' expectations, the use of time, community standards, the structure of schools, funding and many others; the state Board of Education concluded that the greatest strides toward improving instruction, curriculum and overall academic

achievement can be made by concentrating on improving achievement in primary grades, by raising standards in secondary schools, and by using time more efficiently during the school day as well as expanding early childhood and parent education. The Board concluded that the causes, not just the symptoms, of poor academic achievement must be attacked. Students should master crucial skills in reading and mathematics in addition to developing important social skills, self-discipline, and the habits which foster successful learning.

In the area of access and opportunity, assuring all students access to free public education is one of the basic tenets of the nation. Public schools have accepted the challenge of providing our children, from preschool through adulthood, diverse educational services to secure their futures. Missouri, a diverse state with many students from home environments which do not engender the development of learning skills, has encouraged greater access for children through a strong classification and accreditation program which requires schools to provide a diverse curriculum as well as qualified staff, libraries and other basic resources. Missouri believed that more needs to be done to improve educational opportunities for students from home environments that do not engender the development of learning skills, and the Board recommended that school districts establish programs for educationally

disadvantaged children, initiate a comprehensive study for special education programs for handicapped children, expand and improve vocational technical education for adults as well as high school students, and identify academically able students at all grade levels and provide special instruction to develop their unique talents.

With reference to testing and accountability, the Board believed that a strong testing program and the proper use of test results are essential for an excellent school program. The State Board of Education has encouraged the proper use of tests in Missouri schools by developing a voluntary statewide testing program which includes measures of achievement at all levels. School districts were to encourage the use of these tests. Missouri has also strengthened the classification and accreditation standards related to testing and evaluation by publishing guidelines for minimum and model testing programs in school districts. The State Board of Education recommended specific steps to be taken to promote the proper and constructive use of test in local schools and to assure the level of accountability now demanded by the public and state level policy makers.

Finally, in the area of finance and support, Missouri agreed with the assessment of the National Commission on Excellence in Education, "Excellence costs. But in the long run, mediocrity costs far more." Missouri now spends more than $2 billion dollars annually to underwrite the total

cost of elementary and secondary education. In comparison with other states, Missouri ranks near the bottom in terms of its financial commitment to education. The Board has concluded that more will need to be spent on public education if the recommendations in the Action Plan are to be implemented, and several recommendations were offered in this regard. These recommendations may be summarized as follows:

1. Restore, as soon as possible, all funds cut from the budget for elementary and secondary education during the past three years.
2. Provide the funds necessary to establish a minimum, entry-level salary of $17,000 for classroom teachers by 1985-86.
3. Provide, over a three-year period beginning in 1985-86, sufficient additional state aid to increase Missouri's current expenditures per pupil to a level equal with the national average.
4. Seek a constitutional amendment to authorize local school districts to pass bond issues with a 60 percent majority for school construction, maintenance and renovation.
5. Conduct a major review of Missouri's Foundation Program and other funding sources, with the goal of recommending revisions which will improve and simply the mechanism while assuring equitable

funding for all local school districts.

6. Increase the operating funds for the Department of Elementary and Secondary Education.
7. Assure continued autonomy for local school districts.
8. Encourage and assist local school districts to communicate more effectively with their patrons and to seek stronger partnership with business and industry.

Finally, revelations from the report, "A Nation at Risk," have caused educators in this country to take a closer look at the annual dropout rate of high school students. In this regard, the Department of Elementary and Secondary Education in Missouri has established programs in cooperation with local school districts to counteract the growing problem. The development of "At Risk" Centers is one such activity which has grown out of the Excellence in Education Act passed in Missouri. Twenty or more sites have been approved to provide special services and activities for dropouts or students "at risk" of dropping out of high school. The activities are supported through the joint effort of the Department of Vocational Special Needs and Guidance Services, Job Training, and Adult Education Sections. All services are developed and directed through area vocational technical schools.

Action taken in this report appears to primarily

address the symptoms of poor academic achievement; however, in the area of instruction and curriculum in the Action Plan, the Board concluded that the cause, not just the symptoms, of poor academic achievement must be addressed. It was outlined that academic problems of high school students can be traced to poor performance in elementary school as well as the instruction provided by parents in the home which was felt to be more powerful than any teaching provided at school. Since our dropout and underachievement problems in education appear to stem from teaching provided by the home, should not the greatest effort of reform be focused in this area? In addition to teaching reading, writing, and arithmetic, should not our curriculum focus on teaching students the art of effective parenting?

The literature suggested that academic-oriented practices in childhood were likely to perpetuate an "achieving society" (McClelland, 1961). McClelland (1961, 1971, 1978, 1985; McClelland and Winter, 1969) suggested that there is a relationship between motivation and achievement. Branden (1976) also pointed out that self-esteem is the key to man's motivation. Other theorist (Combs, Avila, and Purkey, 1971, 1978; Combs and Snygg, 1959; Goldstein, 1939, 1947; Rogers, 1951, 1967; Snygg and Combs, 1949) claim that maintenance and enhancement of the perceived self (one's own personal existence as viewed by oneself) are the motives behind all human behavior. If

these theories are correct, then the development of positive self-esteem in childhood may be the answer to our dilemma in education today. Existing related studies in the literature were reviewed to get a clearer picture of the relationship between self-esteem and academic achievement.

Existing Related Studies

A review of the literature supported a relationship between self-esteem and academic achievement. The review further supported the importance of self-esteem as the key to man's motivation. Since there are many theories of motivation to achieve, it seemed appropriate to review some of these theories to get a broader understanding of the subject in general. The review included identified historical and contemporary perspectives of the theories of motivation to achieve. This report of the historical review provides an overview of the theories in the past that appear to be affecting the opinions of theorist today. The contemporary review includes a discussion of some of the theories that appear to be significant to educational practice and policy.

Historical Perspective of Theories of Motivation to Achieve

Motivation has a wide variety of meanings. The definition with which this paper is concerned refers to the process involved in arousing, directing, and sustaining behavior. In this regard, motivation may be defined as the

impulse of an organism to expend energy and to organize behavior in order to reach some goal (Birren, Kinney, and Woodruff, 1981). It was further stated:

> The term usually implies a relatively sustained state of behavior in contrast to momentary or eruptive acts. Thus a human being is said to be highly motivated if he or she shows persistence in seeking a goal and is willing to endure frustration and perhaps even anxiety and pain (p. 553).

In the past, there were many theories which speculated about what caused individuals to be motivated to achieve. Some of these theories are the basis of current theories of motivation to achieve. In this regard, Windelbrand (1957) suggested that Greek philosophers, including Socrates and Plato, argued that right knowing leads to right acting. The basis for their argument was that the mind causally determines our behavior and if we want citizens to behave properly, we should insure that they receive care and instruction from only the finest people. The Cognitive Theory of today is based on this belief.

On the other hand, there were other theorist that believed that human behavior is motivated by forces outside of our cognitive control. Freud (1917, 1959) pointed out that unconscious forces sometimes motivate us. From this line of thinking, many modern motivational theories have come into being. The basis of their arguments is that we are subject to the same natural laws of behavior, including laws related to reinforcement and incentives, as other organisms. Such theories include the instinct theory, the theory of

unconscious motivation, and the behaviorist theory. Theorist included in these categories are McGraw (1939, 1943) who showed that young infants for a time display a swimming reflex; Adler (1972) and Jung (1923) who were promoters of the unconscious as an area of personality from which comes many of the dictates of our actions; and behaviorist Watson (1919) and Skinner (1972, 1948) who promoted the acquisition of behavior through conditioning and reinforcement. Select current theories, some of which have their foundation in one or the other of these groups, will be summarized in the section to follow.

Contemporary Perspective of Theories of Motivation to Achieve

In this section, some of the more active current theories and areas of research on achievement will be summarized. They have been selected based on what appears to be their significance to educational policy and practice. The theories to be included will be the attribution theory of achievement, the achievement motivation theory, the cognitive theory of achievement, and the self-esteem theory of achievement.

The Attribution Theory of Achievement

The attribution theory proposed that achievement motivation could be understood in terms of attributions, that is, the causal judgments people make following personal experiences of success or failure (Weiner, 1979, 1984). The

attribution theory assumes that the search for understanding asks "why" questions about what things are attributing causes to success or failure outcomes in school. Weiner (1979) is considered to be the major attribution theory researcher. Weiner (1979) offered a three-dimensional table involving locus of control (internal and external), stability (stable and unstable), and level of control (controllable and uncontrollable).

Each of these three dimensions has primary and secondary functions. Locus of control (Fanelli, 1977) refers to attributing responsibility for behavior to oneself vs. attributing one's behavior to luck or other circumstances beyond their control. Studies show that students with internal locus of control tend to have a somewhat higher need for achievement and are more persistent than students with external locus of control. Students who have an external locus of control tend to give up in the face of frustration and fatigue (Dweck, 1975).

Stability is concerned with the influence of previous experiences on future performance. Weiner (1979) has found that expectations for future performance are influenced by attributions of previous performance. If a student attributes previous performance to stable condition, such as ability, then the expectation is made that future performance will have a similar result (Ostrove, 1978; McMahan, 1973).

Level of control is concerned with whether the student is or is not in control of factors causing the failure. When student failure is seen by the teacher as the result of controllable factors within the failing student, help tends to be withheld; if it is seen as not controllable by the failing student, help is more likely to be forthcoming (Ickles and Kidd, 1976).

During the last ten years, research has been conducted in the area of attribution building upon the work of Weiner. Researchers have concerned themselves with the causes people assign to their success and failure in academic achievement and how these attributions effect achievement. In sum, they have highlighted the importance of the immediate situation on motivation.

The Achievement Motivation Theory

McClelland, in a series of studies beginning in the 1940s, initiated a program of research that mapped out the territory for the study of motivation and achievement (McClelland, 1961, 1971, 1978, 1985; McClelland and Winter, 1969). This theory is based on probably the most common assumption about motivation, particularly achievement, that some people have a built-in personality trait/traits that lead them to productive activity. David McClelland could be considered to be the father of the study of achievement motivation.

In his study, McClelland (1961) examined the effects of

personality on society. He argued that a child is exposed to people and situations, taught things, treated in one way rather than another, and often participates in a set of learning experiences which fosters continuing patterns. These continuing patterns may be effective in fostering academic-related behaviors. If they are effective, they will create a pool of potential leaders who are achievement-oriented.

Even though McClelland focused on economic achievement, he did find evidence that achievement-oriented practices in child-rearing were likely to perpetuate an "achieving society". The evidence consisted of correlations between the economic achievement of society as an index of learning environment that would have been experienced by adults when they were children. Although the correlations are not high and irregularities existed in the data, it seemed that his hypothesis, society does insure its future as it rears its children, is more than speculation.

His work has raised many questions about motivation and achievement. It has also stimulated criticism (Maehr, 1974, 1978; Maehr and Nicholls, 1980). The fact still remains that McClelland's research emphasized the importance of early learning experiences in determining the way people respond to circumstances as they change.

The Cognitive Theory of Achievement

The emphasis in this theory is on cognition and its

relationship to academic achievement. Promoters of the theory are concerned with how thoughts, feelings, beliefs, and meanings can affect the academic performance of an individual. The idea behind this theory is that right knowing leads to right acting (Windelbrand, 1957) which, in sum, indicates that the mind determines how we behave. Jean Paiget and Lawrence Kohlberg are among the influential promoters of this concept.

Self-Esteem Theory of Motivation to Achieve

The self-esteem theory of motivation to achieve can be summed up appropriately in a statement by Branden (1976) that "Self-esteem is the key to man's motivation--by virtue either of its presence or of its absence. And perhaps the most, eloquent testimony of the urgency of man's need for self-esteem is the terror that haunts the lives of those who fail to achieve it, the twisted paths along which that terror drives them--and the inevitable wreckage at the end" (p. 153).

Lerner (1985) indicated that there are two theories of self-esteem, the "self-esteem now" theory and the "earned self-esteem" theory. In the 60s and 70s, the "self-esteem now" theory was concerned with insuring the happiness of American children, nurturing their self-esteem and protecting it from injury by discarding standards and discipline at home and at school. The theory of "earned self-esteem" is based on success in meeting the test of

reality--measuring up to standards--at home and at school. The theory of "earned self-esteem" is the theory with which this paper is concerned. Accordingly, the review of the literature will now discuss the significance of self-esteem, the development of self-esteem, and the relationship of self-esteem to academic achievement.

The Significance of Self-Esteem

In the face of continuous internal and external pressure, the search for personal significance and identity appears to be a basic concern. This notion is supported by a number of theorist (Combs, Avila, and Purkey, 1971, 1978; Combs and Snygg, 1959; Goldstein, 1939, 1947; Rogers, 1951, 1967; Snygg and Combs, 1949) who claim that maintenance and enhancement of the perceived self (one's own personal existence as viewed by oneself) are motives behind all human behavior. It is upon this basic assumption that the self-concept theory has been formulated.

Clemes (1981) indicated that the terms "self-concept" and "self-esteem" are often used interchangeably, but there is an important distinction between the two. "Self-concept" differs from "self-esteem" in that the former is a theory (a set of ideas a person has about himself) while the latter is a feeling (a set of attitudes and beliefs that a person brings with himself/herself when facing the world). He, along with other theorist, regarded self-esteem as a significant determinant of human behavior.

Clemes (1981) stated, "Self-esteem influences the way self-concept is expressed in children's behavior." He continued by stating:

> Children may believe that they ought to do something, but feel powerless to accomplish it. They may have a strong preference for something, but feel apprehensive about stating that preference. Self-concept inclines children toward behavior that is consistent with personal beliefs; self-esteem influences how these beliefs are carried into action or whether they are at all. When self-concept and self-esteem are mutually supportive, children act decisively and spontaneously. When self-esteem is low, confusion and stress surrounds the way children manifest their concept (p. 23).

The effects of self-esteem on behavior appear to be summed up by Clemes (1981) when he stated: "At every stage of life our self-esteem determines how we act, how we learn, how we relate, how we feel, and how we work" (p.11).

Several lines of evidence in psychological literature that also point to the importance of self-esteem to behavior are reviewed by Wylie (1961). The evidence included studies that revealed that persons who seek psychological help frequently acknowledge that they suffer from feelings of inadequacy and unworthiness. These people see themselves as helpless and inferior, as incapable of improving their situation, and as lacking inner resources to tolerate or reduce the anxiety readily aroused by everyday events and stress (Rogers and Desmond, 1954). Also, persons who are plagued by doubts about their worthiness can neither give nor receive love, apparently fearing that the exposure that comes with intimacy will reveal their inadequacies and can

cause them to be rejected (Fromm, 1939). Consequently, they feel isolated.

The importance of self-esteem to human behavior has also been documented by Coopersmith (1967) in his study of antecedents of self-esteem among children. He reported:

> There are persuasive and significant differences in the experimental worlds and social behaviors of persons who differ in self-esteem. Persons high in their own estimation approach tasks and persons with the expectation that they will be well received and successful (p. 70).

Similarly, findings of other researchers show that individuals with high self-esteem are more independent of external reinforcement and more consistent in their social behavior (Coleman, 1966; Dittes, 1959; Irwin, 1967; Rosenberg, 1965, 1968; Ziller, 1973). Finally, Szasz (1976) explained, "The more self-esteem a person has, the greater, as a rule, is his desire, and his ability to control himself" (p. 57).

The Development of Self-esteem

Self-esteem is developed as the self-concept is developed. The development and structure of the self-concept is a lifelong research project in which modifications of one's self-concept continually occur through the various experiences of the developing person. The developing person organizes a theory of personal existence based on his/her experiences with significant people in his/her life. Each person develops his/her self-concept based on these

experiences. Several researchers (Allport, 1937; Engel, 1959; Felker, 1974; Gergen, 1971, Hansen and Maynard, 1973; Purkey, 1970; Wyne, White, and Coop, 1974) support this developmental concept.

The ingredients of self-concept are primarily social. We seek to understand ourselves by studying how others relate to us. Self-evaluations are basically the product of how we think significant people in our lives perceive us and relate to us. Research on the development of self-concept supports this position (Helper, 1958; Kelley, 1973; Purkey, 1970, Sunby, 1971; Tagiuri, Bruner, and Blake, 1958; Webster and Sabieszek, 1974). Findings from these studies support the fact that infants receive countless clues as to their value in the eyes of significant people in their lives.

Other researchers have investigated the development of self-concept. Peters and Raupp (1980) indicated that during the early childhood years, children are forming their self-concepts--complex sets of feelings, beliefs, and understandings about oneself. McDonald (1980) suggested that during the early childhood period, the child is developing a body image--a sense of personal appearance and motor performance; a social self--a sense of relationships; a cognitive self--a sense of his or her ability to control or affect change in the environment. Children learn to apply labels to themselves and to their behaviors. Hess and Croft (1975) indicated that at first their labels are just words,

but by the end of early childhood they associate these evaluations with the concept of why they are, what they are like, and what they should be. Feelings of self-acceptance and self-respect based on these evaluations of the concept is the self-esteem (Sears and Sherman, 1964).

Coopersmith (1964) suggested that "a person's self-esteem is a judgment of worthiness that is expressed by the attitudes he or she holds toward the self. It is a subjective experience conveyed to others by verbal report and other overt expressive behavior" (p. 5). He further suggested that "a person need not be aware of his attitudes toward the self, but they will nonetheless be expressed in the person's voice, posture, gestures, and performance" (p. 5). Relative to the stability of the self-appraisal, Coopersmith (1967) continued,

> At some time preceding middle childhood, a person arrives at a general appraisal of his or her worth, which remains relatively stable and enduring over a period of years. This appraisal can presumably be affected by specific incidents or by environmental changes; but, apparently, it reverts to its customary level when conditions resume their "normal" and typical course (p. 5).

The Relationship of Self-Esteem to Academic Achievement

Jencks (1972) stated that the "character of a school's output depends largely on a single input, namely the characteristics of the entering children. Everything

else--the school budget, its policies, the characteristics of the teachers--is either secondary or completely irrelevant." The personality is the outward expression of the characteristics of children. It is the expression of how a person perceives himself or herself--the self-concept. The self-esteem is the feelings of acceptance and self-respect that a person has for the perceived self which determines the characteristics that are expressed in the personality. Thus, self-esteem may be said to be the primary ingredient related to the self that determines the quality of the school's output. If self-esteem is high, the quality of the school's output may be assumed to be high. If self-esteem is low, the quality of the school's output may be assumed to be low.

The literature supported the relationship between self-esteem and academic achievement. Sears and Sherman (1964) indicated that the self-concept of the child plays a major role in determining his or her success in school and interactions with the world. This statement may be confirmed by Shavelson, Hubner, and Stanton, (1976) as they referred to self-concept as a "moderator variable". In this regard, self-concept serves as a guide for the nature and direction of behavior rather than an initiator of behavior. Considering the relationship between self-concept and self-esteem, Coopersmith (1984) suggested that a person's

self-esteem is "a subjective experience conveyed to others by verbal report and other overt expressive behavior" which suggests that self-esteem could be considered as an initiator of human behavior (p. 5).

Many studies have been conducted in the past several decades that substantiated the importance of self-esteem as an integral part of school performance. Bledsoe (1964), Brookover, Thomas, and Patterson (1964), and Bodwin (1962) indicated that children with high self-esteem perform better in their school work than children with lower levels of self-esteem. Other studies have been conducted which indicated that students who are unsure of themselves or who expect to fail are inclined to stop trying and give up (Quimby, 1967; and Shaw and Alves, 1963) which supports the conclusion that feelings of confidence and self-respect are as important in school performance as they are in other areas of life. Wylie (1979) also found a consistent positive correlation between self-esteem and academic achievement. More recently individuals such as Dornbusch (1986), Englander (1986), Ginsburg (1985), and school districts such as a rural school division of Saskatchewan, Canada have investigated the relationship between self-concept and achievement.

Dornbusch (1986) indicated that research suggests that students' activities and relationships with their parents

predict grades more surely than parental education, family income, ethnicity, sex, and family structure. Children with "authoritative" parents rather than "permissive" or "authoritarian" parents tended to make better grades in school according to Dornbusch. She further indicated that youth who were influenced by peer values more than parental values are likely to have lower grades than students primarily influenced by values learned at home.

Ginsburg (1985) reported that a research study conducted to determine if there was a relationship between values and educational success among disadvantaged students showed that there was a strong positive relationship between traditional personal values (understood to be part of the self-concept) and academic success of students from various disadvantaged backgrounds. The study suggested that the development of character (the basis of the self-concept) and intellect are intertwined, and if teachers and parents collaborated to encourage positive values of students, they would likely enhance academic achievement and success in school.

Englander (1986) suggested that absenteeism is expensive in terms of academic achievement, teacher efficiency, and economic loss to school districts. She further suggested that truancy, more importantly, is expensive because it is a lost opportunity to rehabilitate a

large number of distressed youngsters. Her study offered a basis for rehabilitating individual truants with a diagnostic-treatment paradigm. The results of her study suggested that students who are truant have significantly lower overall feelings of self-worth than do nontruants. She indicated that the next step would be to develop explicit treatment programs for rehabilitating the self-esteem of those truant students.

A study conducted among young adolescents in a rural school division in Saskatchewan, Canada examined the relationship of self-concept to intelligence, anxiety, and academic persistence and achievement. Eighty-five students in grades 7 and 8 participated in the study and were administered the Piers-Harris Children's Self-Concept Scale, Sarason's Test Anxiety Scale, Sarason's General Anxiety Scale for Children, and a Demographic Information Inventory. After statistical analysis of the data, it was found that self-concept and intelligence were not significantly correlated; that self-concept and both test and general anxiety had a significant negative correlation; and that, regardless of intelligence, self-concept and academic achievement had a significant positive correlation.

On the other hand, opinions varied relative to the relationship between self-esteem and academic achievement. One such opinion was that of Scheirer and Kraut (1979) who

concluded that after reviewing the causal relationship between self-esteem and academic achievement, that although self-esteem can be manipulated and academic performance thereby improved, results are at best short-lived and at worst contradictory. Further study is called for in this regard.

Summary of Pertinent Expert Opinion

This country is in search of excellence in education. The underlying assumption of this study was that the qualities that children bring with them to school and the way they feel about these qualities will largely determine their success or failure in school as well as determine how well they relate to situations in life in general. The literature supports this assumption. The opinions of experts in this regard may be summarized as follows:

1. Branden (1976) supported the assumption that self-esteem serves as the motivation for all human behavior.
2. Researchers such as Combs, Avila, and Purkey (1949, 1959); Snygg and Combs (1949, 1959); Goldstein (1939, 1947); Rogers (1951, 1967) claimed that maintenance and enhancement of the perceived self are the motives behind all human behavior.
3. Clemes indicated that self-esteem affects our behavior at every stage of life as it determines

how we act, how we learn, how we relate, how we feel, and how we work.

4. McClelland (1961, 1971, 1978, 1985) supported the assumption that the foundation of all human behavior begins during early childhood. His theory was based on the assumption that some people have a built in personality trait/traits that lead them to productive activity.
5. Peters and Raupp (1980), McDonald (1980), and Hess and Croft (1975) also supported the importance of early childhood experiences in the development of human patterns.
6. Allport (1937), Engel (1959), Felker (1974), Gergen (1971, Hansen and Maynard (1973), Purkey (1970), Wyne, White, and Coop (1974) supported the development of the self-concept as a lifelong research project in which modifications of one's self-concept continually occurs through various experiences of the developing person. The developing person organizes a theory of personal existence based on the experiences with significant people in their lives.
7. Helper (1958), Kelley (1973), Purkey (1970), Sunby (1971) Tagiuri, Bruner, and Blake (1958), Webster and Sabieszek (1974) suggested that infants receive

countless clues as to their value in the eyes of significant people in their lives based on the early experiences with significant people in their lives.

8. Coopersmith (1967) indicated that at some point in middle childhood, a person arrives at a general appraisal of his or her worth, which remains relatively stable over a period of years. This appraisal can be affected by specific incidents or by environmental changes; but apparently, it reverts to its customary level when conditions resume their "normal" and typical course.
9. Bledsoe (1964), Brookover, Thomas, and Patterson (1964), and Bodwin (1962) indicated that children with higher self-esteem tend to perform better in school than children who have lower levels of self-esteem.
10. Quimby (1967) and Shaw and Alves (1963) support the conclusion that feelings of confidence and self-respect are as important in school performance as they are in other areas of life.
11. Wylie (1979) found a consistent positive correlation between self-esteem and academic achievement.
12. A rural division in Saskatchewan, Canada conducted a study to examine the relationship of self-concept to intelligence, anxiety, and academic persistence

and achievement which showed that self-concept and academic achievement had a significant positive correlation (1984).

13. Englander (1986) found in her study that students who are truant from school have significantly lower overall feelings of self-worth than do nontruants.
14. Dornbusch (1986) concluded that youth that are influenced by peer values more than parental values were likely to have lower grades.
15. Ginsburg (1985) suggested that there was a strong positive relationship between traditional personal values and academic success of students from various disadvantaged backgrounds. The study suggested that character development and intellect are intertwined, and if teachers and parents collaborated to encourage positive values in students, academic achievement and success in school would likely be enhanced.
16. Boyce and Gensen (1978) suggested that moral development (taught as a part of an individual's moral development) is facilitated through parent-child interactions about moral issues, inductive reasoning, mutual respect and cooperation between child and parent, consistency and trust,

affection and warmth. (Dornbusch and Ginsburg support a relationship between values and educational success.)

Summary

Over the past twenty-five to thirty years, public education has been examined several times for its strengths and weaknesses. The schools have been criticized for widespread anti-intellectual courses and courses related to adjustment in life; for being inhumane with the demands placed on students being trivial, dull, limited, and boring; and more recently, for having a secondary curricula that has been homogenized, diluted, and diffused to the point they have no central purpose--the suggested outcome of which is mediocrity in education. America is, thereby, at risk as indicated below:

1. Other countries have taken the leading role in commerce, industry, science, and technology.
2. Mediocrity has become the norm rather than the exception in American education as reflected through indicators such as low rankings of United States students on international comparisons of student achievement; increasing numbers of functionally illiterate citizens, declining Scholastic Aptitude Test and science achievement test scores, increasing

numbers of costly remedial education and training programs in business and in the military; and increasing numbers of remedial courses in public colleges.

Going on the premise that mediocrity in education is behind the dilemma in technology, education, and society in general, educational reform measures have been introduced and are being implemented on a state and local level to correct the problem. Is our dilemma in America due to inadequate educational training or due to students not taking advantage of the educational opportunities available to them as evidenced by the drop out problem, the truancy problem, and the lack of academic achievement in public schools which has affected the student, the school, and the community? The literature suggested that students who are motivated are productive. Since our dilemma in education appears to be reflective of a lack of student productivity, could the underlying cause of our problem be a lack of student motivation rather than mediocrity in education, or at least equal to it in importance?

The literature suggested that self-esteem is the key to man's motivation. Since our dilemma in education appears to be reflective of lack of motivation, the development of self-esteem may be the preventative alternative solution to the problem rather than the curative alternative solution to the problem currently being implemented through reform

measures on the state and local levels of education. The literature also suggested that there is a relationship between self-esteem and academic achievement; and if this is true, the development of self-esteem as an antecedent to motivation to achieve could possibly be the solution to our dilemma in public education today.

CHAPTER III

RESEARCH PROCEDURES

This chapter focused on the sample studied, instrumentation, research design, research hypothesis, treatment of the data, and a summary of the chapter.

Sample Studied

This section describes the subjects used in the study and the procedures used in selecting them.

Description of Subjects

The subjects, numbering 150, were selected from 11th and 12th grade high school students from a large, urban, Midwestern, middle-class, bilingual, combination regular/magnet high school. The seventy-eight male and seventy-two female participants ranged in age from seventeen to twenty-one years with a mean age of 17.4 years. The racial composition was ninety blacks, thirty-seven whites, and twenty-three others.

These students were selected from a total population of 1300 students with a ratio of white (including others) to black being fifty-five percent to forty-five percent. The curriculum offered to them is varied including specialities in English as a Second Language (E.S.L.); Foreign Language

Magnet; Students to Employment (S.T.E.P.) and general, vocational, and college preparatory curricula for the regular student population which included mainstreamed and physically handicapped students. They are taught by a staff of teachers that is racially balanced with approximately 60 percent holding masters degrees and above. The achievement test scores of the total population are above the average for the district. An average of 30 percent of the graduating seniors attend a two or four year institution of higher learning. The economic level of the student population is average to below average.

TABLE 1

DISTRIBUTION OF TOTAL SCHOOL POPULATION BY PROGRAMS

Programs	No. of Students
English as a Second Language	67
Foreign Exchange Students	1
Foreign Language Magnet	287
Regular	884
Students to Employment	61
Total	1300

As reflected in Table I, of the 1300 students enrolled in the school, there were sixty-seven students in the English as a Second Language program, one student in the

Foreign Exchange program, two hundred and eighty-seven students in the Foreign Language Magnet program, eight hundred and eighty-four students in the Regular program, and sixty-one students in the Student to Employment program. The composition of the 150 participants of this group varied by program, gender, and race.

Table 2 shows that of the 150 participants, there were seven from the English as a Second Language program, one from the Foreign Exchange Students program, twenty-five from the Foreign Language Magnet program, one hundred and sixteen from the Regular program, and one from the Student to Employment program.

TABLE 2

DISTRIBUTION OF PARTICIPANTS BY PROGRAM

Program	No. of Students
English as a Second Language	7
Foreign Exchange Students	1
Foreign Language Magnet	25
Regular	116
Students to Employment	1
Total	150

Table 3 shows that of the seven English as a Second

Language participants, three were male and four were female; that the one Foreign Exchange Student was female; that of the twenty-five Foreign Language Magnet students, eleven were male and fourteen were female; that of the one hundred and sixteen Regular students, sixty-two were male and fifty-four were female; and that the one Student to Employment was male.

TABLE 3

DISTRIBUTION OF PARTICIPANTS BY GENDER

Programs	Male	Female
English as a Second Language	3	4
Foreign Exchange Students		1
Foreign Language Magnet	11	14
Regular	62	54
Students to Employment	1	
Total	77	73

Table 4 reflects the racial composition of the 150 participants to be seven others in the English as a Second Language program; one other in the Foreign Exchange Students program; fifteen blacks, one other, and nine whites in the Foreign Language Magnet program; seventy-three blacks, fourteen others, and twenty nine whites in the Regular program; and one black in the Student to Employment program.

The twenty-three students in the "Other" category were of sixteen different nationalities.

TABLE 4

DISTRIBUTION OF PARTICIPANTS BY RACE

Programs	Black	Other	White
English as a Second Language		7	
Foreign Exchange Students		1	
Foreign Language Magnet	15	1	9
Regular	73	14	29
Students to Employment	1		
Total	89	23	38

Table 5 reflects the distribution of the participants in the "Other" category.

Selection of Subjects

Two hundred and seventeen students were randomly selected from the 11th and 12th grade class lists and invited to participate in the study. The students invited to participate received call slips (Appendix B) through their advisory or first period class to report for participation in an informal group session designed to explain the study and its purpose. Of the 217 students invited to participate, 152 consented to do so and sixty-five elected not to participate. The total enrollment in both classes was 453.

TABLE 5

DISTRIBUTION OF PARTICIPANTS CATEGORIZED AS OTHER BY PROGRAMS

Programs	Race	No. of Students
English as a Second Language	Laotian	3
	Polish	2
	Vietnamese	2
Foreign Exchange Students	German	1
Foreign Language Magnet	Yugoslovian	1
Regular	Afghan	1
	Chinese	1
	Egyptian	1
	Philipino	1
	Korean	1
	Laotian	3
	Mexican	1
	Mozambican	2
	Polish	1
	Romanian	1
	Vietnamese	1
Total	16	23

Each consenting student was given a parent consent letter (Appendix C) which explained the study and the need for parental consent to be eligible for participation. Two consenting students did not return their parent consent letters, thus 150 students were eligible for project participation.

Table 6 shows the distribution data of the total number of students enrolled in both classes by grade level,

the total number of students selected to participate by grade level, and the total number of students eligible for participation in the project by grade level. The total number of eligible participants numbered 150.

TABLE 6

DISTRIBUTION DATA OF ENROLLED, SELECTED, AND ELIGIBLE PARTICIPANTS BY GRADE LEVELS

Grade	Total Population	Participants	Eligible
11	239	116	81
12	214	101	69
Total	453	217	150

The 150 participants were assigned to three achievement level groups--high, medium, and low--based on their respective grade point averages. For this study, high achievers were defined as students who had earned cumulative grade point averages of 3.0 and above on a 4.0 scale; medium achievers were defined as students who had earned a cumulative grade point average between 2.0 and 3.0 on a 4.0 scale; and low achievers were defined as students who had earned a cumulative grade point average of 2.0 and below on a 4.0 scale. Of the 150 eligible participants, there were twenty-one high achievers, sixteen medium achievers, and forty-four low achievers in the 11th grade. In the 12th

grade, there were twenty-eight high achievers, nine medium achievers, and thirty-two low achievers.

Table 7 shows the distribution data of eligible participating students by grade and achievement levels.

TABLE 7

DISTRIBUTION DATA OF ELIGIBLE PARTICIPANTS BY GRADE AND ACHIEVEMENT LEVELS

Grade	High	Medium	Low
11	21	16	44
12	28	9	32
Total	49	25	76

Instrumentation

The instruments selected for use in this study included the Coopersmith Inventory (Appendix D), the cumulative grade card (Appendix E), and the official class rank list. Achievement tests were not used in this study because a review of the literature related to college admissions revealed that a student's high school transcript (grades, class rank, and grade point average) were by far the most important documents considered in the admissions process and were the best predictors of academic success in college. Considering these findings, grades, class rank, and grade point averages were used as the criteria for measuring academic achievement, which was the concern of this study.

In one such study (Hiss, 1986), it was concluded that both Scholastic Aptitude and College Board Achievement Tests correlated with grade point averages, as did the class rank. Hiss stated,

> . . . we think the real skills of college academic success-critical thinking, effective writing, and strong analytical skills--are better taught without one nervous eye cocked at school, district, or national SAT scores (p. 11). In the admissions process we look very carefully at the quality of courses, grades, and writing samples (p. 14).

In another article (Bencivenja, 1984), Hiss indicated that at Bates College a triage of credentials was looked at. The top element was a student's high school transcript (grades, class rank, and grade point average), by far the most important document. They also looked very closely at the kind of courses taken and the kind of school attended. After grades and courses, they look at test scores--the Scholastic Aptitude Test (SAT), and Achievement Tests.

Additionally, Vobejda (1987) pointed out that the College Board, which administers the Scholastic Aptitude Test through the Educational Testing Service, agrees that high school grades are a better predictor of academic success than Scholastic Tests, but argues that the prediction is even more accurate when Scholastic Aptitude Test scores are combined with grades. She further indicated that Vermont's elite Middlebury College announced in April that it would no longer require applicants to take the Scholastic Aptitude Test. Similarly, Union College, a New

York liberal arts institution that has required taking the test for more than fifty years, made their announcement earlier that they too would no longer require applicants to take the Scholastic Aptitude Test. Bates College in Maine declared the Scholastic Aptitude Test optional in 1984 and Bowdoin College has not required Scholastic Aptitude Test scores since 1969.

In addition to using grades, class rank, and grade point averages as the criteria for measuring academic achievement, the Coopersmith Inventory was used to determine the level of self-esteem. This instrument has been used extensively in research studies. In the section to follow, each instrument used in this study is reviewed for its appropriateness, reliability, and validity.

The Coopersmith Inventory

A number of personality theorist such as Rogers (1947), Murphy (1947), Horney (1945), and Adler (1972) regard the achievement of a favorable attitude toward oneself as crucial. Many clinicians and social psychologists also share this belief. Few, however, have made direct studies of its effect. The Coopersmith Inventory was developed during an investigation of the antecedents, consequences, and correlates of self-esteem. Except for several original items, most of the fifty items in the inventory were based on items selected from the Rogers and Dymond (1954) scale. The fifty items in the inventory are divided into four

subscales: General Self, Social Self-Peers, Home-Parents, and School-Academic.

The Coopersmith Inventory was selected for use in this study because of its reliability and validity. The inventory has been administered to tens of thousands of children and adults participating in research studies as well as in special education and clinical programs designed to enhance self-esteem. Participants in the research studies were from all socioeconomic levels and many ethnic and cultural groups. Between 1970 and 1979, over 100 studies were conducted to test its reliability and its validity some of which will be noted in the paragraphs to follow.

Reliability

The internal consistencies were tested by Spatz and Johnson (1973), Kimball (1972), and Fullerton (1972) indicating adequate internal consistency. Subscale and item intercorrelations were tested by Donaldson (1974). Stability was tested by Rubin (1978), concluding that self-esteem becomes more stable as young people move into earlier adolescence. The study conducted by Drummond, McIntire, and Ryan (1977) resulted in significant correlations.

Validity

Kokenes (1974, 1978) "confirmed the construct validity of the subscales proposed by Coopersmith as measuring sources of self-esteem." Simon (1975) conducted a study to

test the concurrent validity of the Coopersmith Inventory and the author suggested that the data contained "may be reasonably interpreted as providing concurrent validity for the SEI." Other studies have been conducted to test factor analysis and multitrait-multimethod validity.

The Cumulative Grade Record Card

The cumulative grade record was selected because it shows the course work completed by each student, the grades received in the completed course work, and the cumulative grade point average for each grading period. It was also selected because experts, according to the literature review, rely on the cumulative grade point average as a predictor of academic success in college. The cumulative grade record card is the official school record that is prepared by affixing official grade stickers from the Student Accounting Office. The records are filed securely.

The Cumulative Rank List

The cumulative rank list is a computer report from the Student Accounting Office. It is an official document that is calculated by the computer from grades earned in each course during each grading period. It was selected because it shows the rank of students by cumulative grade point averages. It was also selected because, as with grades and cumulative grade point averages, class rank is considered to be a good predictor of academic success in college.

Research Design

The type of research design employed in this study was the correlational design. This design was applied to this study to determine whether a relationship exists between self-esteem and academic achievement in a group of high, medium, and low secondary public high school achievers. The relationship between self-esteem and academic achievement among all students was examined through the use of the Pearson Product-Moment Correlation technique. Differences between genders with respect to self-esteem and academic achievement were examined through the use of the Mann-Whitney U - Wilcoxon Rank Sum W Tests. Differences between the race of students with regard to self-esteem and academic achievement were examined through the use of the Kruskal-Wallis One Way Analysis of Variance by Rank. Differences among program types were also examined with respect to self-esteem and academic achievement through the use of the Kruskal-Wallis One Way Analysis of Variance by Rank. Figure 1 on page 75 shows a diagram of the research design for the study.

Research Hypotheses

This study attempted to answer several specific research questions related to academic achievement and self-esteem. The questions were developed in an attempt to provide some answers for the excellence in education problem facing the United States today. The research questions,

Dependent Variable / Independent Variable	Self-Esteem	Academic Achievement
All Students	RQ1	
Gender	___	___
Male Students	RQ2	RQ3
Female Students	___	___
Race	___	___
Black Students		
Other Students	RQ4	RQ5
White Students	___	___
Programs	___	___
English as a Second Language		
Foreign Exchange Students	RQ6	RQ7
Regular		
Students to Employment	___	___

Fig. 1. Diagram of Research Design for the Study

stated in the form of hypotheses, follow.

Hypothesis One

A significant relationship will be found to exist between self-esteem as measured by the Coopersmith Inventory and academic achievement as measured by grades, cumulative grade point averages, and rank in class.

Hypothesis Two

Significant differences will be found to exist between genders with respect to self-esteem.

Hypothesis Three

Significant differences will be found to exist between genders with respect to academic achievement.

Hypothesis Four

Significant differences will be found to exist between races of students with regard to self-esteem.

Hypothesis Five

Significant differences will be found to exist between races of students with regard to academic achievement.

Hypothesis Six

Significant differences will be found to exist among program types with respect to self-esteem.

Hypothesis Seven

Significant differences will be found to exist among

program types with respect to academic achievement.

Each research question stated in the form of a hypothesis was examined using specific statistical tests. Hypothesis one was examined through the use of the Pearson Product-Moment Correlation Coefficient technique. Hypotheses two and three were examined through the use of the Mann-Whitney and the Wilcoxon Rank Sum W Tests. Hypothesis four, five, six, and seven were examined through the use of the Kruskal-Wallis One Way Analysis of Variance by Rank technique.

Treatment of the Data

This section covers the processes and procedures used in collecting, recording, and analyzing the data.

Data Collection and Recording Procedures

The 150 students who consented to participate in the study and who obtained the signature of a parent or guardian were administered the Coopersmith Inventory according to the directions included in the accompanying manual. The School Form of the test was administered on an individual or group basis as needed. Normally, the School Form is used with children and adolescents aged eight through fifteen while the Adult Form is used with persons aged sixteen and above. The School Form was selected for simplicity of use because of the diversity in ability and language proficiency of the student population to be tested.

The inventories were collected and checked to make sure that the identifying information was complete and accurate. The inventories were then hand scored using the scoring key provided with the inventories. An identification code number was assigned to each scored inventory. Computer Assembler Coding forms (Appendix F) showing all relevant data--code number, sex, age, grade, race, program, academic achievement and self-esteem scores of each of the participants--were completed to be submitted to the office of computing and telecommunications of a local university for statistical processing.

Data Processing and Analysis Procedures

Using as a base the research design previously discussed in this chapter, the data was processed and analyzed. A copy of the research diagram and the data coding forms were submitted to a computer programming analyst at the office of computing and telecommunications of a local university. The program was written to analyze specific research questions from which the hypotheses were developed. Research question (RQ1), which explored the relationship between academic achievement and self-esteem, was analyzed by using the Pearson Product-Moment Correlation Coefficient technique. Research questions two and three (RQ2 and RQ3), which explored the significant differences between genders with respect to self-esteem and academic achievement, were analyzed by using the Mann-Whitney U and the Wilcoxon Rank

Sum W Tests. Research questions four, five, six, and seven (RQ4, RQ5, RQ6, and RQ7), which explored the significant differences between race and program types as they relate to self-esteem and academic achievement, were analyzed by using the Kruskal-Wallis One Way Analysis of Variance by Rank technique. The findings from these procedures are reported in Chapter IV. The level of significance for accepting any hypothesis was the .05 level of significance or below.

Summary

This chapter discussed the sample studied, instrumentation, research design, research hypotheses, and treatment of the data. One hundred and fifty 11th and 12th grade high, medium, and low achievers participated in the study. The Coopersmith Inventory was used to measure self-esteem. Academic achievement was measured by grade,cumulative grade point averages, and rank in class as obtained from the cumulative grade card and the official class rank list. The type of research design employed was the correlational design. Data was collected through the use of the School Form of the Coopersmith Inventory which was hand scored, coded, and submitted to a local office of computing and telecommunications for statistical processing to evaluate the research questions for this study. Research question one was analyzed through the use of the Pearson Product-Moment Correlation Coefficient technique. Research questions two and three were analyzed through the use of the

Mann-Whitney U and the Wilcoxon Rank Sum W Tests. Research question four through seven were analyzed through the use of the Kruskal-Wallis One Way Analysis of Variance by Rank. The findings are reported in Chapter IV-Results: Data Analysis. The .05 level of significance was used to accept any hypothesis.

CHAPTER IV

RESULTS: DATA ANALYSIS

This chapter contains an overview of the study, statistical analysis of the data, and a summary of the chapter.

Overview of the Study

The purpose of this study was to determine whether a relationship exists between self-esteem and academic achievement in a group of high, medium, and low achievers in a secondary public high school. The Coopersmith Inventory was used to measure the level of student self-esteem in each academic achievement group. The Cumulative Grade Record Card and the Cumulative Rank List were used to measure the level of academic achievement of each student in each group.

In this study, it was hypothesized that a significant relationship would be found to exist between self-esteem as measured by the Coopersmith Inventory and academic achievement as measured by grades, cumulative grade point averages, and class rank. Since each academic group consisted of students from both sexes, various races, and program types, it was hypothesized that a significant difference would be found to exist between genders, races

of students, and program types with regard to self-esteem and academic achievement. The results of the statistical analysis of the data in this regard will be reported in the section to follow.

Statistical Analysis of the Data

The investigation of a possible relationship between self-esteem and academic achievement among all students was analyzed through the use of the Pearson Product-Moment Correlation Coefficient technique. The scores from the Self-esteem Inventory were correlated with the scores from the cumulative grade point averages to determine the relationship, if any. Two non-parametric statistics were used to test for differences between genders, races of students, and program types as it relates to self-esteem and academic achievement. Differences between genders with respect to self-esteem and academic achievement were analyzed through the use of the Mann-Whitney U - Wilcoxon Rank Sum W Tests. Differences between the races of students and program types with regard to self-esteem and academic achievement were analyzed through the use of the Kruskal-Wallis One Way Analysis of Variance by Rank Test. The results of the statistical analysis as it relates to each hypothesis will be reported in the section to follow - Testing the Hypothesis.

Testing the Hypothesis

Hypothesis One

The first statistical hypothesis examined dealt with the relationship between self-esteem as measured by the Coopersmith Inventory and academic achievement among all students as measured by cumulative grade point averages and rank in class. The Pearson Product-Moment Correlation Coefficient technique was used to test hypothesis one. Hypothesis one stated that a significant relations would be found to exist between self-esteem as measured by the Coopersmith Inventory and academic achievement among all students as measured by cumulative grade point averages and rank in class.

Table 8 contains results of the data analysis to test hypothesis one. The results of the data analysis for this hypothesis revealed that the mean or average self-esteem score was 75.65 of a possible 100 with a standard deviation or positive square root of the variance between the achieved self-esteem scores and the mean self-esteem score equaling 13.67. The mean or average score for academic achievement was 2.25 on a scale of 4.0 with a standard deviation or positive square root of the variance between the achieved academic achievement scores and the mean academic achievement score equaling 1.000. There was a positive correlation of .20 between self-esteem and academic achievement. The probability of a relationship of this

magnitude occurring with a sample size of 150 is .01 which could be considered highly significant. Therefore, this hypothesis was accepted.

TABLE 8

HYPOTHESIS ONE: CORRELATION BETWEEN SELF-ESTEEM AND ACADEMIC ACHIEVEMENT

Variable	No. of Part.	M	S.D.	r	Prob.
Self-Esteem	150	75.65	13.76	1.000	0.000
Acad. Achieve.	150	2.25	1.00	.198	.015

A scattergram showing the distribution of raw academic achievement and self-esteem scores of participants in the study reflected that there were few, if any, who chose to participate with grade point averages between 1.75 to 2.50. Self-esteem scores were widely dispersed among all levels of participating achievers. The trend in scores, however, reflected a greater number of average to above average achievers scoring in the 85-100 self-esteem score range. The results of the scattergram suggested that there was a relationship between self-esteem scores and academic achievement scores as does the results obtained through the use of the Mann-Whitney U Test and the Wilcoxon Rank Sum W Test which were applied to the hypothesis. Figure 2 - Raw Score Scattergram reflects the results of this trend.

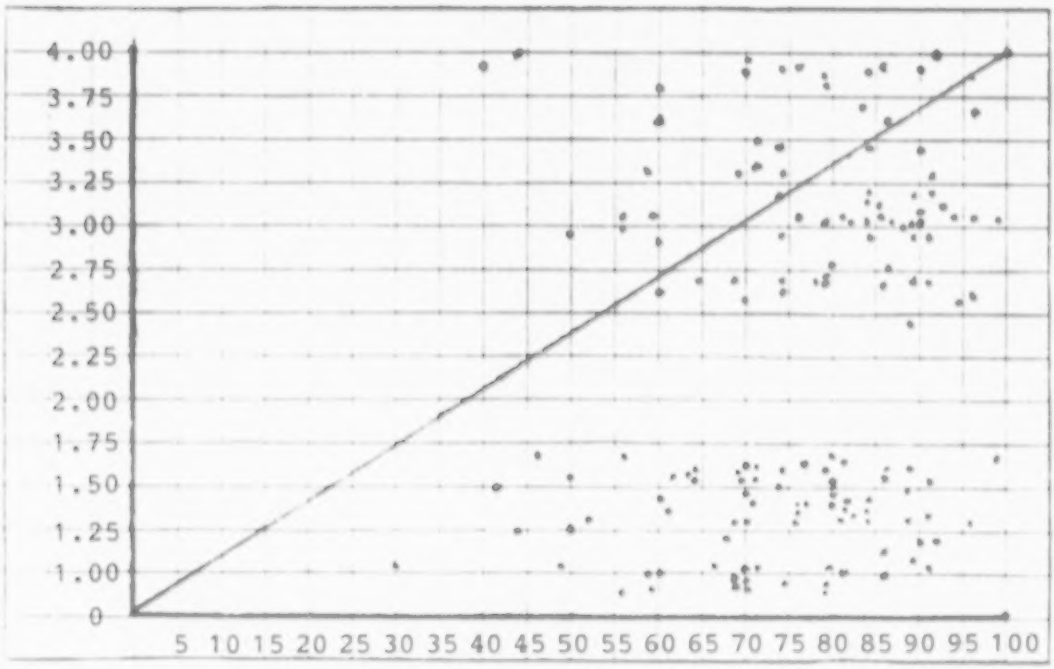


Figure 2. Raw Score Scattergram

Hypothesis Two

The second hypothesis stated that differences would be found to exist between genders with respect to self-esteem. This hypothesis was tested through the use of the Mann-Whitney U Test and the Wilcoxon Rank Sum W Test. Table 9 contains results of the data analysis which revealed that the average rank score or mean rank score of the seventy-eight males was 69.86 while the average rank score or mean rank score for the seventy-two females was 81.61. The Mann-Whitney U Test yielded a U score of 2368.0 and the Wilcoxon Rank Sum W Test yielded a W score of 5876.0 both of which had a probability level of 0.10 of occuring by chance alone in a sample of comparable size. Using the .05 level of

significance to accept a hypothesis, this hypothesis was rejected as the probability of this occuring in a comparable sample was 10 in 100 (.10). The results also yielded a z score of -1.658 which suggested that there was a number of scores in the sample that were 1.66 standard deviations below the mean. Since the mean rank score of the females was higher than the mean rank score of the males, it would indicate that the number of scores below the mean were male scores which would suggest that females in this study had higher self-esteem than males in this study.

TABLE 9

HYPOTHESIS TWO: DIFFERENCES BETWEEN GENDERS WITH RESPECT TO SELF-ESTEEM

Sex	No. of Participants	Mean Rank
Male	78	69.86
Female	72	81.61
Total	150	
U=2368.0 W=5876.0	Z= -1.6576	P=0.0974

Hypothesis Three

The third hypothesis stated that significant differences would be found to exist between gender with respect to academic achievement. This hypothesis was tested through the use of the Mann-Whitney U - Wilcoxon Rank Sum W Test.

TABLE 10

HYPOTHESIS THREE:DIFFERENCES BETWEEN GENDERS WITH RESPECT TO ACADEMIC ACHIEVEMENT

Sex	No. of Participants	Mean Rank
Males	78	64.59
Females	72	87.32
Total	150	
U=1957.0 W=6287.0	Z= -3.2014	P=0.0014

Table 10 contains results of data analysis to test this hypothesis. The results of the data analysis for this hypothesis revealed the average rank score or mean rank score of the seventy-eight males to be 64.59 while the average rank score of mean rank score for the seventy-two females was 87.32. The Mann-Whitney U Test yielded a U score of 1957.0 and the Wilcoxon Rank Sum W Test yielded a W score of 6287.0 which had a probability of 0.0014 of occurring by chance in a sample of comparable size; therefore, the hypothesis was accepted as the probability of this occurring in a sample of comparable size was less likely. As the probability level is below the .01 alpha level, it may be concluded that the differences between the males and females in this study with respect to academic achievement was significant. The results also yielded a z score of -3.2014 which suggested that there were a number of scores in the

sample that were 3.20 standard deviations below the mean. Since the mean rank score of the females in this study was higher than the mean rank score of the males in this study, it would indicate that the number of scores below the mean were male scores which would suggest that females in this study had higher academic achievement than males in this study. The probability of this occurring by chance alone in a sample of comparable size is less than 1 in 10 which makes the results significant.

Hypothesis Four

The fourth hypothesis stated that significant differences would be found to exist between the races of students with respect to self-esteem. The hypothesis was tested by using the Kruskal-Wallis One Way Analysis of Variance by Rank.

TABLE 11

HYPOTHESIS FOUR: DIFFERENCES BETWEEN RACES WITH RESPECT TO SELF-ESTEEM

Race	No. of Participants	Mean Rank
Black	90	75.22
Other	23	68.09
White	37	80.78
Total	150	
Chi-Square-1.2206		Significance=0.5432

Table 11 contains results of data analysis to test this hypothesis. The results of the data analysis revealed an average rank score or mean rank score of 75.22 for the ninety Black participants, 68.09 for the twenty-three Other participants, and 80.78 for the thirty-seven White participants. The Kruskal-Wallis One Way Analysis of Variance by Rank test yielded a Chi-square score of 1.2206 which has a probability level of 0.5432 of occurring by chance alone. The probability level was larger than the .05 level selected to accept any hypothesis which suggested that the differences between races of students with respect to self-esteem was not significant thus hypothesis four was rejected.

Hypothesis Five

The fifth hypothesis stated that significant differences would be found to exist between races of students with respect to academic achievement. The hypothesis was tested through the use of the Kruskal-Wallis One Way Analysis of Variance by Rank test.

Table 12 contains results of data analysis to test this hypothesis. The results of the data analysis revealed an average rank score or mean rank score of 61.32 for the ninety Black participants, 117.98 for the twenty-three Other participants, and 83.58 for the thirty-seven White participants. The Kruskall-Wallis One Way Analysis of Variance by Rank test yielded a Chi-Square of 32.8521 which

had a significance level of 0.000 of occurring by chance. The probability level suggested that differences with respect to academic achievement was highly significant, thus, this hypothesis was accepted.

TABLE 12

HYPOTHESIS FIVE: DIFFERENCES BETWEEN RACES WITH RESPECT TO ACADEMIC ACHIEVEMENT

Race	No. of Participants	Mean Rank
Black	90	61.32
Other	23	117.98
White	37	83.58
Total	150	
Chi-Square=32.8521	Significance=0.0000	

Hypothesis Six

The sixth hypothesis stated that significant differences among program types with respect to self-esteem would be found. This hypothesis was tested using the Kruskal-Wallis One Way Analysis of Variance by Rank test.

Table 13 contains results of the data analysis to test this hypothesis. The results of the data analysis revealed an average rank score or mean rank score of 53.43 for the seven English as a Second Language participants, 137.00 for the one Foreign Exchange participant, 80.66 for the twenty-five Foreign Language Magnet participants, 75.61 for

the one hundred and sixteen Regular participants, and 26.50 for the one Student to Employment participant. The Kruskal-Wallis One Way Analysis test yielded a Chi-Square of 5.4360 which had a significance level of 0.2454 of occurring by chance. The probability level was above the .05 alpha level selected to accept a hypothesis which suggested that the differences between program types with respect to self-esteem were not significant. The hypothesis was, thus, rejected.

TABLE 13

HYPOTHESIS SIX: DIFFERENCES AMONG PROGRAM TYPES WITH RESPECT TO SELF-ESTEEM

Programs	No. of Participants	Mean Rank
English as a Second Language	7	53.43
Foreign Exchange Students	1	137.00
Foreign Language Magnet	25	80.66
Regular	116	75.61
Students to Employment	1	26.50
Total	150	
Chi-Square=5.4360		Significance=0.2454

Hypothesis Seven

The seventh hypothesis stated that a significant difference would be found to exist among program types with respect to academic achievement. The hypothesis was tested

through the use of the Kruskall-Wallis One Way Analysis of Variance by Rank test.

TABLE 14

HYPOTHESIS SEVEN: DIFFERENCES AMONG PROGRAM TYPES WITH RESPECT TO ACADEMIC ACHIEVEMENT

Programs	No. of Participants	Mean Rank
English as a Second Language	7	97.14
Foreign Exchange Students	1	149.50
Foreign Language Magnet	25	92.82
Regular	116	70.09
Students to Employment	1	44.00
Total	150	
Chi-Square=10.9328		Significance=0.0273

Table 14 contains results of data analysis to test this hypothesis. The results of the data analysis revealed an average rank score or mean score of 97.14 for the seven English as a Second Language participants, 149.50 for the one Foreign Exchange participants, 92.82 for the twenty-five Foreign Language Magnet participants, 70.09 for the one hundred and sixteen Regular participants, and 44.00 for the one Student to Employment participant. The Kruskall-Wallis One Way Analysis of Variance test yielded a Chi-Square score of 10.9328 which had a significance level of 0.0273 of occurring by chance. The probability level was below the .05

level which suggested that the differences among program types with respect to academic achievement was significant. Thus, this hypothesis was accepted at the .05 level of significance.

Summary

The purpose of this study was to determine whether a relationship existed between self-esteem and academic achievement in a group of high, medium, and low achievers in a secondary public high school. It was hypothesized that a significant relationship would be found to exist between self-esteem as measured by the Coopersmith Inventory and academic achievement as measured by grades, cumulative grade point averages, and class rank. Since each achievement group consisted of students from both sexes, various races, and program types, it was hypothesized that significant differences would be found to exist between genders, races of students, and program types with regard to self-esteem and academic achievement.

The results of the statistical analysis of the data revealed that there was a positive correlation between self-esteem and academic achievement; that there was not a significant difference between males and females in this study with respect to self-esteem; that the differences between males and females in this study with respect to academic achievement was considered significant; that the differences between races of students with respect to

self-esteem was not significant; that the differences between races of students with respect to academic achievement was significant; that the differences among program types with respect to self-esteem was not significant; and, that the differences among program types with respect to academic achievement was significant.

Additional findings, as reflected by recordings of raw self-esteem and academic achievement scores, revealed that there was a wide disparity of self-esteem scores among all levels of achievers; however, the trend in scores reflected a greater number of average to above average achievers scoring in the high self-esteem score range of 85-100 than low achievers. The raw self-esteem and academic achievement scores were recorded on a scattergram. Data on the scattergram also revealed that there were few, if any, participants in the study in the academic achievement score range of 1.75 to 2.50.

CHAPTER V

SUMMARY AND DISCUSSION

This chapter contains an overview of the study, conclusions, implications, and a summary of the study.

Overview of the Study

The overview of the study contains a brief summary of the research problem, the research procedures, and the research findings.

The Research Problem

This study was conducted in response, professionally, to the cry for excellence in education in public schools in America; suggestions in the literature of the relationship between self-esteem and academic achievement and achievement in general; the call for additional studies to be done to substantiate the relationship between self-esteem and academic achievement; and the need to improve academic achievement in the setting in which this study was conducted.

The purpose of the study was to determine whether a relationship would exist between self-esteem and academic achievement in a group of high, medium, and low secondary public high school achievers. It was hypothesized that a

significant relationship would be found to exist between self-esteem as measured by the Coopersmith Inventory and academic achievement as measured by grades, cumulative grade point averages, and class rank. Since each achievement group consisted of students from both sexes, various races, and program types, it was hypothesized that significant differences would be found to exist between genders, races of students, and program types with regard to self-esteem and academic achievement. Various statistical tests were performed on the data to investigate a possible relationship between these variables.

Research Procedures

The research procedures used in conducting this study gave attention to the sample studied, instrumentation, research design, research hypotheses and treatment of the data. One hundred and fifty 11th and 12th grade high, medium, and low public high school achievers participated in the study. The Coopersmith Inventory was used to measure self-esteem. Academic achievement was measured by grades, cumulative grade point averages, and rank in class, as obtained from the cumulative grade card and the official class rank list. The type of research design employed in this study was the correlational design. The data was collected through the use of the School Form of the Coopersmith Inventory which was hand scored, coded, and submitted to a local university office of computing and

telecommunications for statistical processing to analyze the data in terms of the research questions of the study.

The Pearson Product-Moment Correlation technique was used to analyze research question one or hypothesis one which investigated a possible relationship between self-esteem and academic achievement among all students. The scores from the Coopersmith Inventory were correlated with the scores from the cumulative grade point averages to determine a relationship, if any. Two non-parametric statistics were used to test the differences between genders, races of students, and program types as they related to self-esteem and academic achievement. The Mann-Whitney U test and the Wilcoxon Rank Sum W test were used to analyze research questions two and three or hypothesis two and three which investigated the differences between genders with respect to self-esteem and academic achievement. The Kruskal-Wallis One Way Analysis of Variance by Rank test was used to analyze research questions four through seven or hypothesis four through seven which investigated the differences between races of students and program types with regard to self-esteem and academic achievement. The findings from the analysis of the data related to each research question will be summarized in the section that follows.

Research Findings

The results of the statistical analysis of the data for

this study revealed that there was a positive correlation between self-esteem and academic achievement; that the differences between males and females with respect to self-esteem was not significant; that the differences between genders with respect to academic achievement was highly significant favoring females; that the differences between races of students with respect to self-esteem was not significant; that the differences between races of students with respect to academic achievement was significant favoring Other; that the differences among program types with respect to self-esteem was not significant; that the differences among program types with respect to academic achievement was significant favoring Foreign Exchange Students. Additional findings, as reflected by recordings of raw self-esteem and academic achievement scores on a scattergram, revealed that there were few, if any participants with grade point averages between 1.75 and 2.50 and that there was a wide disparity between self-esteem scores among all levels of achievers. The trend in scores, however, reflected a greater number of medium (2.00 to 3.00) to high (3.00 t0 4.00) achievers scoring in the high self-esteem score range of 85-100 than the low achievers (2.00 and below) scoring in the same self-esteem score range. In the conclusion which follows, an interpretation of the findings and why they possibly occurred will be discussed in the context of previous

research and in the context of the limitations of the study.

Conclusions

Out of concern for excellence in education, the public school systems in the United States have undergone scrutiny several times over the last twenty-five to thirty years. Each time the nation has been faced with a crisis ranging from space technology to economics. The most recent surge of concern for excellence in education comes at a time when the United States is facing an economic crisis with both international and national ramifications. Internationally, the United States is lagging behind other countries in competitive business, science, and technology. Nationally, many individuals are homeless, unemployed, and educationally unprepared for full participation in society.

The proposed solution to the problem by governmental officials and educational leaders appears to be that of upgrading the educational system by upgrading educational standards as evidenced by the current reform measures being implemented in public schools. Opinions vary, as to what can be done to bring about excellence in public education. In this regard, the underlying assumption of this study is that the qualities that children bring with them to school and the way they feel about these qualities will largely determine their success or failure in school as well as determine how well they relate to all situations in life in

general.

A review of the literature supported this assumption. The literature suggested that there was a relationship between self-esteem and academic achievement. It went so far as to say that self-esteem is the key to man's motivation to achieve. With reference to the relationship between self-esteem and academic achievement, Jencks (1972) stated that the character of a school's output depends largely on a single input, namely the characteristics of the entering children. Everything else--the school budget, its policies, the characteristics of the teacher--is either secondary or completely irrelevant" (p. 256). Sears and Sherman (1964) indicated that the self-concept of the child plays a major role in determining his or her success in school and interactions with the world. Bledsoe (1964), Brookover, Thomas, and Patterson (1964), and Bodwin (1962) suggested that children with high self-esteem perform better in their school work than children with lower levels of self-esteem. Quimby (1967) and Shaw and Alves (1963) supported the conclusions that feelings of confidence and self-respect are as important in school performance as they are in other areas of life. From his study, Wylie (1979) also supported a positive correlation between self-esteem and academic achievement. More recently, the Sasketchewan School Trustee Association Study (1984), conducted among adolescents in a rural school division to examine the relationship of

self-concept to intelligence, anxiety, and academic achievement, revealed that self-concept and intelligence were not significantly correlated; that self-concept and both test and general anxiety had a significant correlation; and that both self-concept and academic achievement had a significant positive correlation, both with and without the intelligence factor included.

Considering the findings of this study in light of findings in previous research, it may be concluded also that the findings from this study support a positive relationship between self-esteem and academic achievement. Other findings in this study reveal that the differences between males and females with respect to self-esteem was not significant; that the differences between males and females with respect to academic achievement was significant with females showing higher academic achievement than males; that the differences between the races of students with respect to self-esteem was not significant; that the differences between races of students with respect to academic achievement was significant with the category of "Other" showing higher academic achievement than Blacks and Whites; that the differences among program types with respect to self-esteem was not significant; and that the differences among program types with respect to academic achievement was significant showing Foreign Exchange Students scoring higher in academic achievement than students in the other programs. Additional

findings revealed that there was a wide disparity between self-esteem scores among all levels of achievers with a greater number of average to above average achievers scoring in the 85-100 self-esteem score range as reflected by recordings of raw self-esteem and academic achievement scores on a scattergram.

Considering the findings of this study in light of the limitations of the study, utilizing the correlation design, it may be concluded that the degree of the relationship between self-esteem and academic achievement is positive and that these factors may be considered in an experimental design to explore possible causal factors.

Both national and international implications from these conclusions, including interpretations, speculations, ideas, and probable applications will be discussed below.

National Implications

The cry across the land is for excellence in public school education. The search by governmental officials and educators is toward a plan that could bring lasting improvements in this regard. Previous research studies supported a relationship between self-esteem and school performance. They further identified self-esteem as the motivation behind human behavior (Branden, 1976; Combs, Avila, and Purkey, 1971, 1978; Combs and Snygg, 1959; Goldstein, 1939, 1947; Rogers, 1951, 1967; Snygg and Combs, 1959; and Clemes, 1981)--how we act, how we learn, how we

relate, how we feel, and how we work--the foundation of which is developed through early childhood experiences (McClelland, 1961, 1971, 1978, 1985; Allport, 1937; Engel, 1959; Felker, 1974; Gergen, 1971; Hansen and Maynard, 1973; Purkey, 1970; Wyne, White, and Coop, 1974; Helper, 1958; Kelley, 1973; Webster and Sabieszek, 1974). The results of this study also revealed a positive relationship between self-esteem and academic achievement.

If it is true that a relationship exists between self-esteem and academic achievement; that self-esteem is the motivation behind all human behavior; and that the foundation of human behavior is developed through early childhood experiences, then it may be safe to imply (1) that the development, beginning with early childhood experiences, of positive attitudes and behaviors in children through love, concern, and support resulting in positive self-esteem may bring about lasting improvements in academic achievement and in achievement in general; (2) that the underlying cause of our nation being educationally at risk may be a lack of motivation in students stemming from a lack of self-esteem; (3) that parents provide the most important learning environment for their children, thus, plans to reform education and society in general may need to include a plan designed to teach students how to become effective parents and how to teach their children to become achievers; (4) that upgrading educational standards may not necessarily

bring about excellence in education without upgrading the characteristics of its potential recipients; and (5) that all theories of motivation to achieve have as their basis the Self-Esteem Theory of Motivation to Achieve.

Considering the findings of this study and their national implications, it may be reasonable to suggest (1) that human development courses be taught and mastered as a part of the required curriculum just as reading, writing, arithmetic, and other required courses are taught and mastered; (2) that educators who are skilled in human development techniques serve as teachers or consultants to human development courses; (3) that an experimental design study be conducted to further strengthen the body of knowledge regarding the relationship between self-esteem and academic achievement; and (4) that efforts be made to house all theories of motivation to achieve under the Self-Esteem Theory of Motivation to Achieve.

International Implications

Fraser (1964) indicated that achievement has been a central topic of interest to comparative educators since Marc-Antoine de Jullian first proposed his comprehensive plan for studying foreign educational systems in 1817. During the nineteenth century, observers traveled abroad to study those practices and policies that could potentially explain student achievement differences and the contributions that a nation's schools make toward the well-being of society

particularly as it relates to economic growth, political stability, social development, and educational advancement. The first comparative achievement study conducted according to international association measures was conducted by the International Association for the Evaluation of Educational Achievement: the IEA Project (1962). This project, involving twenty-one nations in various subject areas, was similar to the Coleman study in the United States and the Plowden report in Britain with the central purpose being to explain what factors best explain differences in student achievement (Postlethwaite, 1974; Harnqvist, 1975).

The results of the study, not regarded as results of an international competition, indicated that differences in achievement existed. In mathematics, Japanese students scored higher than those in all other nations at the same age/grade levels. In reading comprehension, primary level students from Sweden and Italy performed better even though differences were not great, while lower secondary students from New Zealand and Italy did well. In English as a foreign language, Swedish students performed better than those of the other nine participating nations. In science, secondary students from New Zealand and the Federal Republic of Germany led those of other nations involved in the study.

The report, on a whole, which compared achievement at several levels; achievement among students within nations; achievement among schools within nations; and achievement

among nations confirmed:

(1) that home background, comprised of the educational and social status of parents, was the most influential force on achievement by far in developing nations while the effects of schooling on cognitive achievement appeared to be greater in less developed nations.

(2) that there was not a statistically significant relationship between teachers and instructional variables and student achievement.

(3) that, on the average, the sexes perform differently in various school subjects with boys performing better than girls in civic education, mathematics, and science and girls performing better than boys in foreign language, reading comprehension, and literature.

(4) that, as it relates to national policies, no clear associations were found between factors such as national average class size, forms of compulsory schooling, and achievement but rather suggested that further analysis and added data is needed.

A more recent study (Nerad, 1986) comparing the university admission requirements and achievement levels at the time of secondary graduation for five countries--the United States, the Soviet Union, France, Japan, and West Germany--revealed the following differences:

(1) that the United States has greater accessibility of secondary schools and colleges whereas the other four industrialized countries view education as having the function of awakening the student's sense of participation in, and relationship to, a national community and national tradition.

(2) that the Soviet Union, France, and Japan have highly centralized educational systems in which important decisions are made at the national level whereas West Germany has a mixed regional and state central system.

(3) that access to higher education in the Soviet Union, France, Japan, and West Germany is controlled by national examinations that are based

on national academic standards.

In sum, the IEA Project, a comparative educational study related to academic achievement, revealed that home background, on a whole, matters more than school-related variables in accounting for differences in student school performance. These findings appear to suggest that experiences in the home, whether positive or negative, affect student school performance thus the development of positive attitudes and behaviors in children through love, concern, and support resulting in positive self-esteem is vital to academic success. If this is true, then, the findings of the IEA Project support the findings of this research project as well as other research studies reviewed in the literature.

Additionally, the Nerad study (1986) revealed that the Soviet Union, France, Japan, and West Germany have centralized, controlled educational systems with the function of education being to awaken the student's sense of participation in and relationship to a national community and national tradition; whereas, the United States has a less centralized, controlled educational system with greater accessibility but less commitment. These findings appear to suggest that higher expectations and dedication to a cause could result in higher student achievement. The attitudes that are exhibited in response to higher expectations and dedication to a cause are reflections of

self-esteem. If this is true, the findings of the Nerad study also support the findings of this research project as well as other research studies reviewed in the literature.

The key factors that appear to influence achievement on the international scene are home background; a sense of participation in and relationship to a national community and national traditions; and a centralized, controlled educational system. If it is true that home background, a sense of participation in and a relationship to a national community and national tradition, and a centralized, controlled educational system can improve academic achievement; then it may be safe to imply (1) that academic achievement in the United States and other countries could be improved as home backgrounds are improved; (2) that academic achievement in the United States and other countries could be improved as attitudes are changed showing greater love, loyalty, concern, and a sense of national belonging which are reflections of self-esteem; (3) that academic achievement in the United States and other countries could be improved through higher expectations and uniformity of educational standards.

Considering the findings of this study as they relate to the international scene, it may be reasonable to suggest (1) that human development courses be taught and mastered as part of the curriculum in schools to promote sound home backgrounds of the offsprings of the participants; (2) that

positive attitudes be developed as a by-product of a sound home background thereby improving attitudes about academic achievement and achievement in general; and (3) that the educational system in the United States be restructured for uniformity of educational standards and expectations thereby improving the by-products of public school education in America.

Summary

The need for conducting this study was originally stimulated out of concern over the variance of student achievement in the setting in which this study was conducted. The problem of underachievement is a complex multi-faceted problem which has also simulated concern on the national and the international scenes. Efforts have been made to conduct studies that will identify factors that influence achievement or factors that will best explain differences in student achievement nationally and internationally in an effort to bring about improvement in this regard. Factors that have been identified as influencing achievement or as best explaining differences in student achievement on the international and national scene fall into several categories: home influences, school influences, influences by sex, and influences related to school policies and the community.

On the international scene, based on comparative research findings (Foshay, 1962), it has been concluded that

home background, on a whole, matters more than school-related variables, sex variables, and school and community policy variables in accounting for differences in school performance. On the national scene, however, opinions vary as to what factors most influence student achievement and what can be done to bring about excellence in education. The underlying assumption of this study in this regard was that the qualities that children bring with them to school and the way they feel about these qualities, their self-esteem, will largely determine their success or failure in school as well as determine how well they will relate to all situations in life in general. This assumption is supported by the literature which revealed that self-esteem, the foundation of which is developed through early childhood experiences, is the motivation behind all human behavior determining how we act, how we learn, how we relate, how we feel, and how we work. The literature also revealed that there is a relationship between self-esteem and academic achievement which also supports the underlying assumption of this study.

Going on this assumption supported by the literature, the study was conducted resulting in a positive correlation between self-esteem and academic achievement. Other findings in this study revealed that the differences between males and females with respect to self-esteem was not significant; that the differences between males and females with respect

to academic achievement was significant with females showing higher academic achievement than males; that the differences between the races of students with respect to self-esteem was not significant; that the differences between races of students with respect to academic achievement was significant with the category of "Other" showing higher academic achievement than Blacks and Whites; that the differences among program types with respect to self-esteem was not significant; and that the differences among program types with respect to academic achievement was significant showing Foreign Exchange students scoring higher in academic achievement than students in the other programs. Additional findings, as reflected by recordings of raw self-esteem and academic achievement scores on a scattergram, revealed that there was a wide disparity between self-esteem scores among all levels of achievers with a greater number of medium (2.00 to 3.00) to high (3.00 to 4.00) achievers scoring in the high self-esteem score range of 85-100 than the low achievers (2.00 and below) scoring in the same self-esteem score range.

The international comparative research findings suggesting that the home background, which determines one's self-esteem, is more important than school related variables, sex related variables, and school and community policy related variables in accounting for differences in school performance support the findings of this study. Since

America is lagging behind other industrialized countries in competitive business, science, and technology; since America is facing a dilemma on the national scene as many individuals are homeless, unemployed, and educationally unprepared for full participation in society; and since home background has been identified as the single most important variable accounting for differences in school performance, American public schools may do well to look at what they can do to strengthen home backgrounds through education of potential parents.

Considering the findings of this study as they relate to the findings of the international comparative research findings, it may be reasonable to suggest:

(1) that human development courses be taught and mastered as part of the required curriculum just as reading, writing, arithmetic, and other required courses are taught and mastered in an effort to strengthen home backgrounds to develop more productive citizens.

(2) that positive self-esteem be developed as a by-product of a sound home background thereby improving attitudes toward achievement.

(3) that the educational systems in the United be restructured for uniformity of educational standards and expectations.

BIBLIOGRAPHY

Adler, A. 1972. Understanding human nature. New York: Greenberg.

Adler, M. 1982. The paideia proposal. New York: Macmillian.

Allport, G. W. 1937. Personality: A psychological interpretation. New York: Holt, Rinehart & Winston, Inc.

Bencivenja, J. 1984. Applications are sifted through fine screen at Bates College, Maine. The Christian Science Monitor, 14, February, 1.

Birren, J. E., D. K. Kinney, K. W. Schaie, and D. Woodruff. 1981. Developmental psychology: A life-span approach. Boston: Houghton Mifflin Company.

Bledsoe, J. C. 1964. Self-concepts of children and their intelligence, achievement, interest, and anxiety. Journal of Individual Psychology, 20.

Bodwin, R., and M. Bruck. The relationship between self-concept and the presence and absence of scholastic underachievement. Journal of Clinical Psychology, 18, 181-182.

Boyce, W. D., and L. C. Gensen. 1978. Moral reasoning: A psychological integration. Lincoln: University of Nebraska Press.

Boyer, E. 1983. High school: A report of American secondary education. The Carnegie Foundation for the Advancement of Teaching. Princeton, N. J.

Branden, N. 1976. The psychology of self-esteem. Los Angeles: Nash Publishing Corporation.

Brookover, W. B., S. Thomas, and A. Patterson. 1964. Self-concept of ability and school achievement. Sociology of Education, 37, 271-278.

Cinal, T. L. 1982. The school dropout: Causes, effects and solutions. Washington, D. C.: U. S. Department of Education, Office of Educational Research and Improvement (OERI).

Clemes, H., and R. Bean. 1981. Self-esteem: The key to your child's well-being. New York: C. P. Putman's Sons.

Coleman, J. S. 1966. Equality of educational opportunity. Washington, D. C.: Department of Health, Education, and Welfare. U. S. Printing Office. (Eric Documents Reproduction Service No. ED 012 275)

Coleman, J. S. 1982. High school achievement: Public, catholic, and private schools compared. New York: Basic Books.

Combs, A. W., D. L. Avila, and W. W. Purkey. 1978. Helping relationships: Basic concepts for the helping profession (2nd ed.). Boston: Allyn.

Combs, A. W., and D. Snygg. 1959. Individual behavior: A perceptual approach to behavior (2nd ed.). New York: Harper & Row.

Conant, J. B. 1959. The American high school today. New New York: McGraw-Hill.

Coopersmith, S. 1967. The antecedents of self-esteem. San Francisco: Freeman.

Coopersmith, A. 1984. Self-esteem inventories. (3rd. ed.). Palo Alto, California: Consulting Psychologists Press, Inc.

Cross, K. P. 1984. The rising tide of school reform reports. Phi Delta Kappan, 66, 167-172.

Dittes, J. E. 1959. Effects of change in self-esteem upon impulsiveness and deliberation in making judgments. Journal of Abnormal Psychology, 58, 348-356.

Donaldson, T. S. 1974. Affective testing in the Alum Rock Schools. Rank Corporation, February, 1.

Dornbusch, S. 1986. Helping your kids make the grade. National Association of Secondary School Principals, Reston, Va.

Drummond, R. J., and W. G. McIntire, 1977. Evaluating the factor structure of self-concept in children: A cautionary note. Measurement and Evaluation in Guidance, p. 172-176.

Dweck, C. S. 1975. The role of expectations and attributions in the alleviation of learning helplessness. Journal of Personality and School Psychology, 31, 647-685.

Education Commission of the States, Task Force on Education for economic Growth. 1983. Action for excellence: A Comprehensive plan to improve our nation's schools.

Educational Equality Project. 1983. Academic preparation for college: What students need to know and be able to do. Princeton, N. J.: The College Board.

Engel, M. 1959. The stability of the self-concept in Adolescence. Journal of Abnormal Social Psychology, 58, 211-215.

Englander. M. E. 1986. Truancy/Self-Esteem. San Francisco: American Educational Research Association, April, 15.

Fanelli, G. C. 1977. Locus of control. In S. Ball (Ed.). Motivation in education. New York: Academic Press.

Felker, E. W. 1974. Building positive self-concept. Minneapolis: Burgess.

Forshay, A. W., R. L. Thorndike, F. Hotyat, D. A. Pidegon and D. A. Walker. Educational achievement of thirteen-year-olds in twelve countries. Hamburg: UNESCO Institute for Education, 1962.

Fraser, S. 1964. Jullien's plan for comparative education 1816-1817. New York: Columbia University, Teachers College.

Freud, S. 1959. One of the difficulties of psychoanalysis. In collected papers (Vol. 4). New York: Basic Books. (Original work published 1917)

Fromm, E. 1939. Selfishness and self-love. Psychiatry, 2 507-523.

Fuhrman, S. 1984. The excellence agenda: States respond. Educational Horizons LXI (Winter), 48-51.

Fullerton, W. S. 1972. Self-disclosure, self-esteem and risk taking: A study of their convergent and discriminant validity in elementary school children. Doctoral dissertation, University of California, Berkeley.

Gardner, J. 1961. Excellence: Can we be equal and excellent too? New York: Harper & Row (Revised, 1984).

Gergen, K. J. 1971. The concept of self. New York: Holt, Rinehart & Winston, Inc.

Ginsburg, A. L., and S. L. Hanson. 1985. Values and educational success among disadvantaged students. Washington, D. C.: Department of Education, Decision Resources Corporation.

Gisi, L. G. 1985. States reform public education. USA Today, March 76-78.

Goldstein, K. 1947. The organism (rev. ed.). New York: American Book Co.

Goodlad, J. I. 1983. A place called school: Prospects for the future. New York: McGraw-Hill.

Hansen, J. C., and P. E. Maynard. 1973. Youth: Self-concept and behavior. Columbus, Ohio: Charles E. Merrill.

Harnqvist, K. 1975. The international study on educational achievement. In F. N. Kerlinger (Ed.), Review of Research in Education (Vol. 3). Itaska, Ill.: F. E. Peacock.

Hart, L. A. 1975. How the brain works: A new understanding human learning, emotion, and thinking. New York: Basic Books.

Helper, M. 1958. Parental evaluation of children and children's self-evaluation. Journal of Abnormal and Social Psychology, 56, 190-194.

Hess, R., and D. Croft. 1975. Teachers of young children. Boston: Houghton Mifflin.

Hiss, W. C. 1986. Optional sats: The first two years at Bates College. Measures in the college admissions process: A college board colloquium. New York: The College Board.

Horney, K. 1945. Our inner conflicts. New York: Norton.

Ickles, W. J., and R. F. Kidd. 1976. An attributional analysis of helping behavior. In J. H. Harvey, W. J Ickles, and R. F. Kidd (Eds.), New directions in attribution research Vol. 1). Hillsdale, NJ: Lawrence Erlbaum Associates.

Irwin, F. S. 1967. Sentence completion responses and scholastic success and failure. Journal of Counseling Psychology, 14, 269-271.

Jencks, C. 1972. Inequality: A reassessment of the effects of family and schooling in America. New York: Basic Books, Inc.

Jung, C. G. 1923. Psychological types. New York: Harcourt, Brace.

Kelley, H. H. 1973. The process of causal attribution. American Psychologist, 28, 127-128.

Kimball, O. M. 1972. Development of norms for the Coopersmith Self-Esteem Inventory: Grades four through eight. Doctoral dissertation, Northern Illinois University. Dissertation Abstract International, 34: 1131-1132, 1973.

Konkenes, B. 1974. Grade level differences in factors of self-esteem. Developmental Psychology, 10, 954-958.

Lamar, A. 1986. "Time for results." A report by the Governors' Group. Chronicle of Higher Education, September 33, 78-79.

Lerner, B. 1985. Self-esteem and excellence: The choice and the paradox. American Educator, Winter, 10-16.

Maehr, M. L. 1974. Culture and achievement motivation. American Psychologist, 29, 887-896.

Maehr, M. L. 1978. Socialcultural origins of achievement. In D. Bar-tal and L. Saxe (Eds.), Social psychology of education: Theory and research (pp. 205-227). New York: Wiley.

Maehr, M. L., and J. G. Nicholls. 1980. Culture and achievement motivation: A second look. In N. Warren (Ed.), Studies in cross-cultural psychology (vol. 3). New York: Academic.

McClelland, D. C. 1961. The achieving society. New York: Free Press.

McClelland, D. C. 1971. Motivational trends in society. New York: General Learning.

McClelland, D. C. 1978. Managing motivation to expand human freedom. American Psychologist, 33, 201-210.

McClelland, M. C. 1985. Human motivation. Glenview, IL: Scott Foresman.

McClelland, D. C., and D. G. Winter. 1969. Motivating economic achievement. New York: Free Press.

McDonald, K. 1980. Enhancing a child's positive concept. In T. Yawley (Ed.). The self-concept of the young child. Provo, Utah: Brigham Young University Press.

McGraw, M. B. 1939. Swimming behavior of the human infant. Journal of Pediatrics, 15, 485-490.

McMahan, I. D. 1973. Relationships between causal attributions and expectancy and success. Journal of Personality and Social Psychology. 28, 108-114.

Missouri State Board of Education. 1984. Reaching for excellence: An action plan for educational reform in Missouri. Commissioner of Education, Department of Elementary and Secondary Education.

Murphy, G. 1947. Personality: A biosocial approach to origins structure. New York: Harper.

National Commission of Excellence in Education. 1983. A Nation at risk: The imperative for educational reform. A report to the nation and secretary of education. Washington, D. C. Superintendent of Documents, U.S. Printing Office.

National Science Board (U.S.). Commission on Precollege Education in Mathematics, Science, and Technology. 1983. Educating Americans for the 21st century: A plan for all American elementary and secondary students so that their achievement is the best in the world by 1995. Washington, D.C.: National Science Foundation.

Nared, Maresi. 1986. University admissions requirements and secondary school graduation. Achievement in five industrialized countries: What we can learn from the comparison? American Educational Research Association. San Francisco, California (April 16-20).

Ostrove, N. 1978. Expectations for success on effort-determined tasks as a function of incentive and feedback. Journal of Personality and Social Psychology, 36, 909-916.

Peters, D. L., and C. Raupp. 1980. Developing the self-concept in the exceptional child. In T. Yawley (Ed.), The self-concept of the young child. Provo, Utah: Brigham Young University Press.

Peters, D. L., and S. L. Willis. 1978. Early childhood. Monterey, CA: Brooks/Cole.

Postlethwaite, N. 1974. Introduction, and target populations, sampling, instrument construction, and analysis procedures. Comparative Education Review, 18, 157-179.

Purkey, W. W. 1970. Self-concept and school achievement. Englewood Cliffs, NJ: Prentice-Hall.

Quimby, V. 1967. Differences in the self-ideal relationship of an achieved group and an underachieved group. California Journal of Educational Research, 18, 23-31.

Rogers, C. R. 1947. Some observations on the organization of personality. American Psychologist, 2, 358-368.

Rogers, C. R. 1967. Client-centered therapy (rev. ed.) Boston Houghton-Mifflin.

Rogers, C. R., and R. F. Dymond. 1954. Psychotherapy and personality change: Coordinated studied in the client-centered approach. Chicago: University of Chicago Press.

Rosenberg, M. J. 1965. Society and the adolescent self-image. NJ: Princeton University Press.

Rosenberg, M. J. 1968. Discussion: The concept of self. In R. P. Abelson (et al.) (Eds.). Theories of Cognitive Consistency: A sourcebook. Chicago: Rank McNally.

Rubin, R. A. 1978. Stability of self-esteem ratings and their relation to academic achievement: A longitudinal study. Psychology in the Schools, 15, 430-433.

Saskatchewan School Trustee Association, Regina. Research Centre. 1984. The relationship of self-concept to intelligence, anxiety, and academic achievement. Report no.--SSTA-R-R-108 (April).

Scheirer, M. G., and R. E. Kraut. 1979. Increasing educational achievement via self-concept change. Review of Educational Research, 49, 131-149.

Sears, P., and V. Sherman. 1964. In pursuit of self-esteem. Belmont, CA: Wadsworth.

Shavelson, R. J., J. Hubner, and G. Stanton. 1976. Self-concept validation of construct interpretation. Review of Educational Research, 46, 407-441.

Shaw, M., and G. Alves. 1963. The self-concept of bright academic achievers: II. Personnel and Guidance Journal, 42, 401-403.

Silberman, C. E. 1970. Crisis in the classroom: The remaking of American education (1st ed.). New York: Random House.

Simon, W. E., and M.G. Simon. 1975. Self-esteem, intelligence and standardized academic achievement. Psychology in Schools, 32, 97-100.

Sizer, T. R. 1984. Horace's compromise: The dilemma of the American high school. Houghton Mifflin.

Skinner, B. F. 1972. Walden two. New York: Macmillan.

Snygg, D., and A. W. Combs. 1949. Individual behavior. New York: Harper & Row.

Spatz, K., and L. Johnson. 1973. Internal consistency of the Coopersmith Self-Esteem Inventory. Educational and Psychological Measurement, 33, 875-876.

Sunby, D. Y. 1971. The relationship of teacher-child perception similarities and teacher ratings, and the effect if children's self-perceptions and teacher-rating. Unpublished doctoral dissertation, Purdue University.

Szasz, T. 1976. Heresies. Garden City, NY: Anchor Books.

Tagiuri, R., J. S. Bruner, and R. R. Blake. 1958. On the relation between feelings and perception of feelings among members of small groups. In E. E. Maccaby, T. M. Newcomb, and E. L. Hartley (Eds.). Reading in Social Psychology. New York: Holt, Rinehart, & Winston, Inc.

Twentieth Century Fund, Task Force on Elementary and Secondary Education Policy. 1983. Making the grade.

U. S. Department of Education. 1985. The nation responds. Educational Report Card, research reports. Washington, DC: Congressional Quarterly, Inc.

Vobejda, B. 1987. Some colleges rethinking value of sats. Washington Post, Wednesday, June 24, A3.

Watson, J. B. 1919. Psychology from the standpoint of a behaviorist. Philadelphia: Lippincott.

Webster, M., and B. Sabieszek. 1974. Sources of self-evaluation: A formal theory of significant others social influence. New York: Wiley.

Weiner, B. 1972. Attribution theory, achievement motivation, and the educational process. Review of Educational Research, 42, 203-216.

Weiner B. 1979. A theory of motivation for some classroom experiences. Journal of Educational Psychology, 71, 3-25.

Wilderbrand, W. 1957. History of ancient philosophy. (H. E. Cushman, Trans.). New York: Dover.

Wolk, S., and J. DuCette. 1971. Locus of control and achievement motivation: Theoretical overlap and methodological divergence. Psychological Reports, 29, 755-758.

Wylie, R. 1961. The self-concept. Lincoln, NE: University of Nebraska Press.

Wylie, R. C. 1979. The self-concept. Vol. 2 of Theory and research on selected topics. Lincoln, NE: University of Nebraska Press.

Wyne, M. D., K. P. White, and R. H. Coop. 1974. The black-self. Englewood Cliffs, NJ: Prentice-Hall.

Ziller, R. C. 1973. The social self. New York: Pergamon Press.

APPENDIX A

Actions to Improve Education

The following table shows which states have recently enacted (✓) or are considering (●) reforms in six specific areas. Many states have also taken a number of other actions to improve the quality of education including competency testing for students, improved discipline, tougher teacher training and certification programs and development programs for school administrators.

	Curriculum Reform	Graduation Requirements	Longer School Day	Longer School Year	Salary Increases	Career Ladders
Ala.	✓	✓			●	
Alaska	✓	●				
Ariz.	✓	✓		●	●	●
Ark.	✓	✓	✓	✓	✓	
Calif.	✓	✓		✓	✓	✓
Colo.	●	●		●		●
Conn.		●			●	●
Del.	●	✓	●		✓	●
D.C.	✓	✓	✓		✓	●
Fla.	●	✓	✓	✓	✓	✓
Ga.		✓	●	●	✓	
Hawaii	●		●	●	✓	
Idaho	●	✓	✓		✓	✓
Ill.	●	✓	●		●	✓
Ind.	✓	✓				
Iowa	✓					
Kan.	●	✓			●	●
Ky.	✓	✓			●	●
La.	✓	✓	✓		●	
Maine		●			●	●
Md.	●	●				●
Mass.	●			●	●	●
Mich.	✓	✓	✓	✓	✓	
Minn.	●	●			●	
Miss.	●	●	●	●	✓	●
Mo.		✓	●		●	
Mont.	✓	✓				
Neb.		●			●	●
Nev.		●				✓
N.H.		●				●
N.J.		✓			✓	●
N.M.		✓			✓	●
N.Y.		✓			✓	●
N.C.		●	✓	✓	✓	●
N.D.		✓	✓			
Ohio		●	●	●	✓	●
Okla.		✓				
Ore.		●	●	●		●
Pa.		✓				●
R.I.		●				
S.C.		●	●	●	●	
S.D.		●				
Tenn.		✓		✓	✓	✓
Texas		✓		●	●	●
Utah		✓	●			✓
Vt.		✓	●	●		●
Va.		✓			✓	●
Wash.		✓			●	●
W.Va.		●			✓	●
Wis.		✓	●	●	●	●
Wyo.		●				
✓ Total	22	35	8	7	14	6
● Total	23	13	13	14	20	24
Total	45	48	21	21	34	30

Source: Department of Education, "The Nation Responds," May 1984

APPENDIX B

STUDENT CALL SLIP FORM

.....

Date_____

_____:

Kindly send_____ to the Guidance Office,

Room #109, _____ period.

_____
Signature

.....

APPENDIX C

PARENTAL CONSENT LETTER

Dear Parent:

Your son/daughter has been selected to participate in a study to be conducted at _____ through the Guidance and Counseling Department.

We will be studying self-esteem as it related to academic achievement. As a part of the study, your son/daughter will be asked to complete the Coopersmith Inventory, a standardized survey prepared by Consulting Psychologist Press, Inc., consisting of 58 questions. In no way will the identity of your son/daughter be included in the study nor will the academic standing of your son/daughter be affected.

If you approve, please sign below and immediately return this letter by your son/daughter.

Thank you for your cooperation and, if you have any questions, please feel free to call _____.

Sincerely,

Betty J. Brantley
Guidance Counselor
Study Coordinator

BJB

_____ _____
Signature of Parent or Guardian Signature of Student

APPENDIX D-PART I

SCHOOL FORM SEI

Coopersmith Inventory

Stanley Coopersmith, Ph.D.
University of California at Davis

Please Print

Name _____ Age _____

School _____ Sex: M __ F__

Grade _____ Date _____

Directions

On the next pages, you will find a list of statements about feelings. If a statement describes how you usually feel, put an X in the column "Like Me." If the statement does not describe how you usually feel, put an X in the column "Unlike Me." There are no right or wrong answers.

CONSULTING PSYCHOLOGISTS PRESS, INC.
577 College Ave. (P.O. Box 60070), Palo Alto, CA 94306 (415) 857-1444

SAMPLE ITEMS FROM THE COOPERSMITH SELF ESTEEM INVENTORY, ADULT FORM

Check either Like Me or Unlike Me

12. It's pretty tough to be me.

9. My family usually considers my feelings.

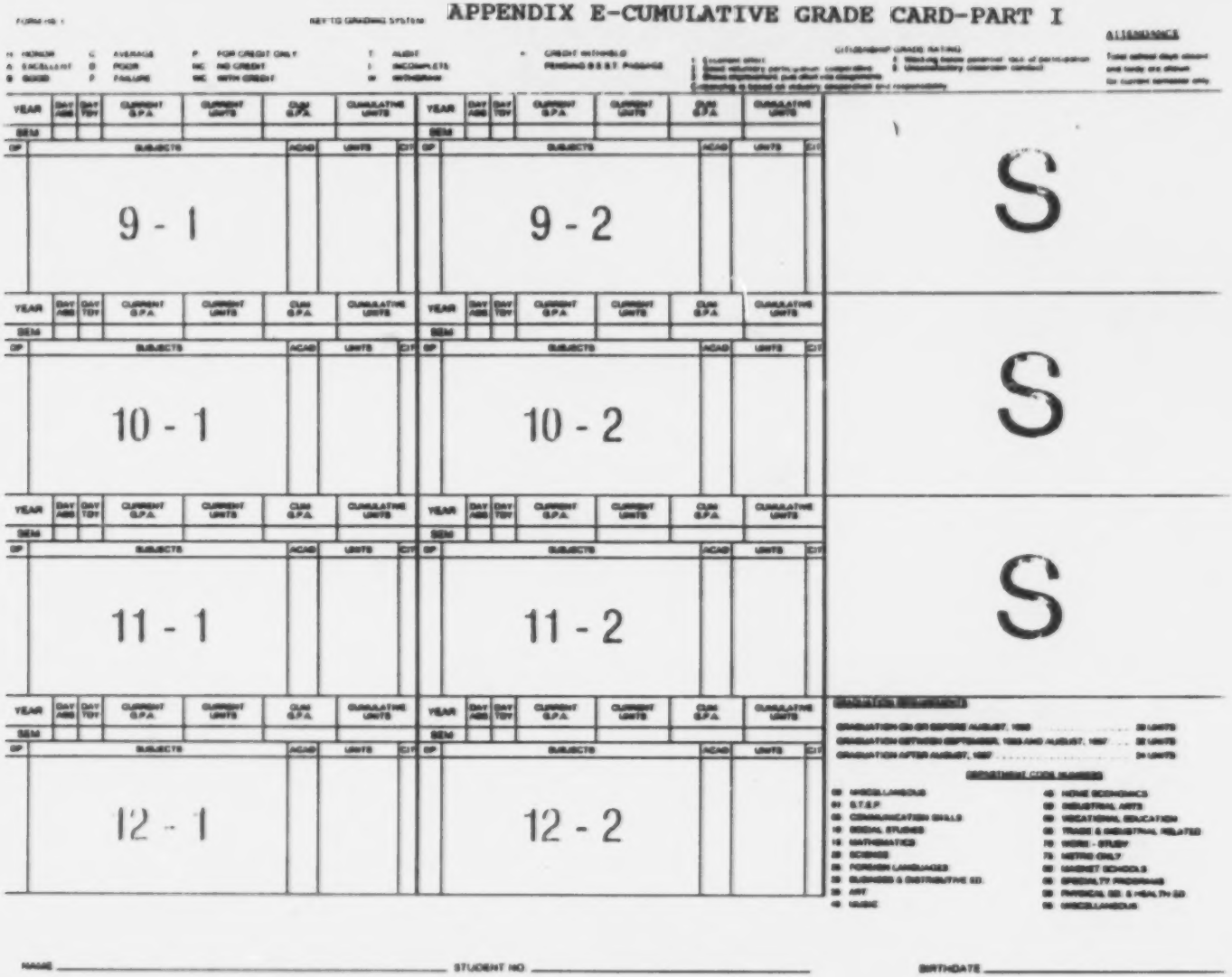
21. Most people are better liked than I am.

14. People usually follow my ideas.

Please do not present these items to your readers as any kind of "mini-test" but as an illustrative sample of items from this instrument. We have provided these items as samples in order that we may maintain some measure of control over which items appear in published media. This avoids having any entire instrument appear at once or in segments which may be placed together to form an entire working instrument.

Thank you for your cooperation in this regard.

APPENDIX E-CUMULATIVE GRADE CARD-PART I



NAME _____ STUDENT NO _____ BIRTHDATE _____

APPENDIX E-CUMULATIVE GRADE CARD-PART II

NAME | BIRTH DATE | SEX | HIGH SCHOOL | STUDENT NO.

BIRTHPLACE | FATHER/GUARDIAN | MOTHER/GUARDIAN

ADDRESS | ADDRESS | ADDRESS

ADDRESS | ADDRESS | ADDRESS

ADDRESS | ADDRESS | ADDRESS

ADDRESS | ADDRESS | ADDRESS

ADDRESS | OCCUPATION | OCCUPATION

TELEPHONE | TELEPHONE | TELEPHONE

SCHOOL	ENTRY	WD DATE	CODE

COMPETENCY REQUIREMENTS

JUNIOR RANK

SENIOR RANK

DEPARTMENT CODE NUMBERS

00 MISCELLANEOUS
01 G.T.E.P.
02 COMMUNICATION SKILLS
10 SOCIAL STUDIES
11 INFORMATION
20 SCIENCE
30 FOREIGN LANGUAGES
40 BUSINESS & DISTRIBUTIVE ED.
50 ART
60 MUSIC
70 HOME ECONOMICS
80 INDUSTRIAL ARTS
90 VOCATIONAL EDUCATION
91 TRADE & INDUSTRIAL RELATED
92 WORK - STUDY
93 METRO ONLY
94 MARKET SCHOOLS
95 SPECIAL ED PROGRAMS
96 PHYSICAL ED. & HEALTH ED.
99 MISCELLANEOUS

PHOTO

YEAR	DAY ABS	DAY TDY	CURRENT G.P.A.	CURRENT UNITS	CUM G.P.A.	CUMULATIVE UNITS
SEM						

DP	SUBJECTS	ACAD	UNITS

YEAR	DAY ABS	DAY TDY	CURRENT G.P.A.	CURRENT UNITS	CUM G.P.A.	CUMULATIVE UNITS
SEM						

DP	SUBJECTS	ACAD	UNITS	CIT

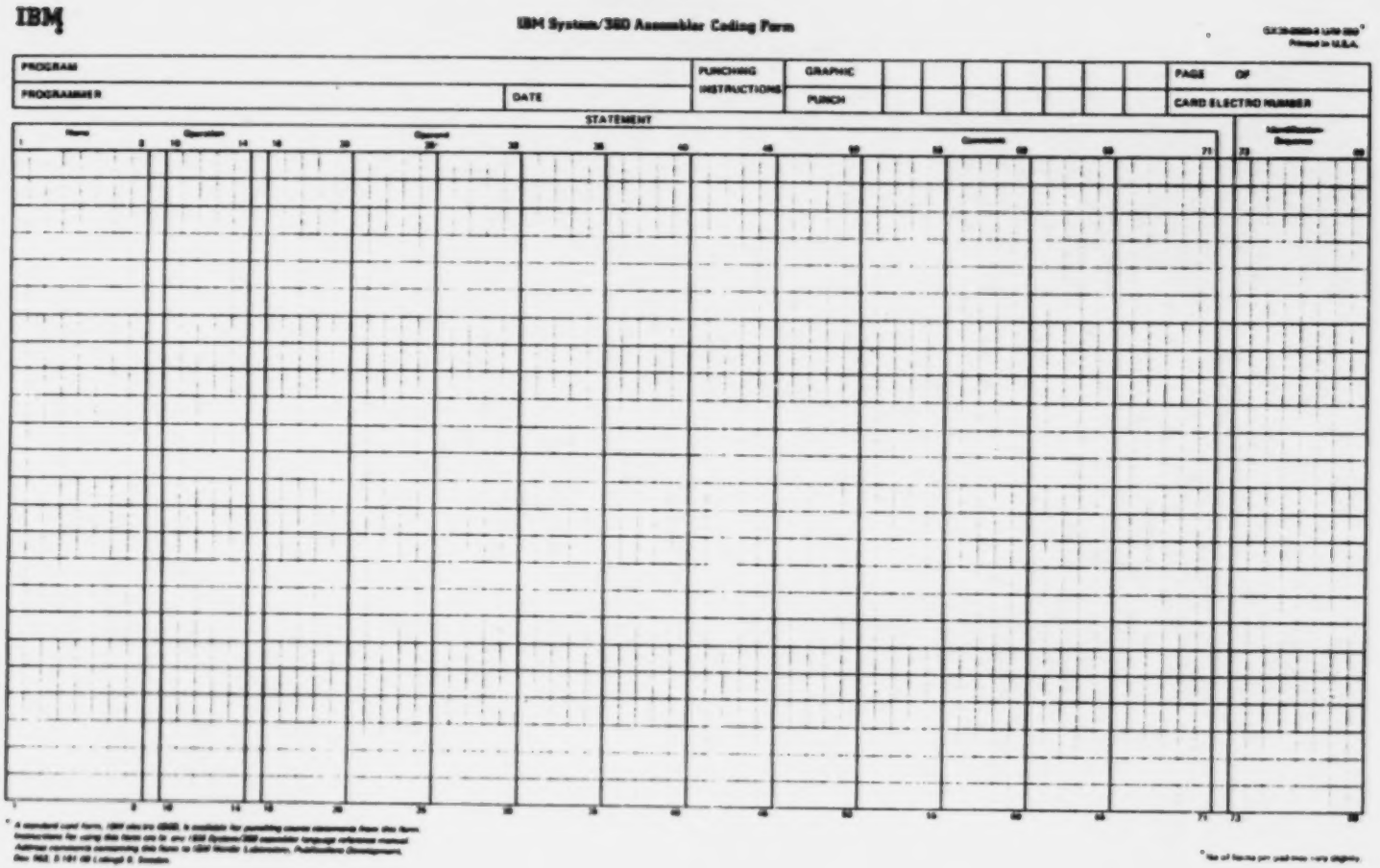
YEAR	DAY ABS	DAY TDY	CURRENT G.P.A.	CURRENT UNITS	CUM G.P.A.	CUMULATIVE UNITS
SEM						

DP	SUBJECTS	ACAD	UNITS	CIT

NAME — — BIRTHDATE ADVISER — —

HS-1 REV 04

APPENDIX F


IBM
IBM System/360 Assembler Coding Form
PROGRAM
PROGRAMMER
DATE
PUNCHING INSTRUCTIONS
GRAPHIC
PUNCH
PAGE OF
CARD ELECTRO NUMBER
STATEMENT
Name
Operation
Operand
Comments
Identification-Sequence

APPENDIX G

DOCTORAL PROJECT PROPOSAL OUTLINE

Preliminary Materials

1. Abstract title page
2. Abstract
3. Doctoral project report title page
4. Acknowledgements
5. Table of contents
6. List of tables
7. List of figures

Body of the Paper

Chapter I. Introduction
- A. The problem
  - 1. Background of the problem
  - 2. Statement of the purpose
- B. The study
  - 1. Significance of the study
  - 2. Definition of terms
  - 3. General hypothesis
  - 4. Limitations of the study
  - 5. Summary and overview of the study

Chapter II. Review of the Literature
- A. Review of previous research
  - 1. Historical background of the problem
  - 2. Existing related studies
    - a. What has been found
    - b. Who did the work, when and where
    - c. What methodology, instrumentation and statistical analysis were developed
- B. Summary of Pertinent Expert Opinion
- C. Summary of Chapter II

Chapter III. Research Procedures
- A. Sample studied
  - 1. Description of subjects
  - 2. Selection of subjects
- B. Instrumentation
  - 1. Identified and defended for appropriatness, reliability, and validity
- C. Research design
- D. Research hypothesis

E. Treatment of data
1. Data collection and recording procedures
2. Data processing and analysis
F. Summary

Chapter IV. Results: Data Analysis
A. Overview of the study
B. Statistical analysis
C. Summary

Chapter V. Summary and Discussion
A. Overview of the study
B. National implications
C. International implications
D. Summary

Reference Materials
1. Bibliography
2. Appendix

VITA

Betty J. Brantley

7424 Saleen Court

University City, Missouri 63130

Education

August, 1978 — University of Missouri - St. Louis, Missouri
Master of Arts in Education
Secondary School Administration

June, 1973 — University of Missouri - St. Louis, Missouri
Master of Arts in Education
Secondary School Guidance and Counseling

May, 1964 — Oakwood College - Huntsville, Alabama
Bachelor of Science in Education
Business Education

Professional Certificates

Lifetime Secondary School Administration - State of Missouri
Lifetime Secondary School Guidance and Counseling - State of Missouri
Lifetime Secondary School Business Education - State of Missouri

Employment Experience

Director of Guidance Services, Test Coordinator, and Counselor at Roosevelt High School, St. Louis, Missouri, 1980-Present
Counselor, Central High School, St. Louis, Missouri, 1972-80
Business Education Teacher, Central High School, St. Louis, Missouri 1970-72
Business Education and Distributive Education Teacher, Sumner High School, St. Louis, Missouri, 1968-69
Caseworker, Missouri Division of Welfare, St. Louis, Missouri, 1967-68
Secretary, Congressman Robert Taft, Cincinnati, Ohio, June to December, 1966
Secretary, Associates Discount Corporation, Cincinnati, Ohio, January to June, 1966

Professional Affiliations

Member, American Association of Counseling and Development
Member, Missouri School and Counselor Association
Member, St. Louis Guidance Association

Professional Service

Committee Member on a city-wide panel to develop a manual on "Test-taking Skills"
Facilitator - Desegregation of St. Louis Public Schools, Reorganization of the Guidance Department, Roosevelt High School
Presenter - Career Education Workshops for church organizations
Presenter - Child Development Workshops for Missouri Department of Welfare
School and Community Member - North Central Evaluation
Sponsor - National Honor Society

Academic Honors

High Honors in Guidance and Counseling, University of Missouri, St. Louis, Missouri, 1973
High Honors in Secondary School Administration, University of Missouri, St. Louis, Missouri, 1978

Civic Activities

Business Manager and Member, Ethereal Singers
Career Education Workshops for church organizations
Child Development Workshops for Missouri Department of Welfare, St. Louis, Missouri
Community Volunteer for sundry organizations for fund raising
Featured Fashion Model for church fund raising programs
TV Interviews on cultural and civic topics

Personal Background

Divorced
One Son - 19 years old
Member - Northside S.D.A. Church, holding offices past and present including Assistant Treasurer, Secretary, Superintendent, Youth Leader, and Youth Teacher

Non-Professional Interests

Modeling, physical fitness, reading, sewing, singing, social ethics, and writing

I certify that I have evaluated this doctoral project report and that in my opinion it conforms to the prevailing standards of scholarly inquiry and is fully acceptable in scope and quality for the Doctor of Education degree.

01/30/89
Date

Joann Clement
Mentor

01/30/89
Date

Stephen L. Nichols
Second Reader

This doctoral project report has been submitted to the International Graduate School by Betty Jean Brantley and is accepted as partial fulfillment of the requirements for the degree of Doctor of Education.

01/30/89
Date

Stephen L. Nichols
Dean

END

U.S. Dept. of Education

Office of Education
Research and
Improvement (OERI)

ERIC

Date Filmed

March 21,1991